



QUALICUM SCHOOL DISTRICT
POLICY COMMITTEE OF THE WHOLE - AGENDA

TUESDAY, OCTOBER 15, 2024
1:00 P.M.
VIA VIDEO CONFERENCING

Join on your computer, mobile app or room device

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Meeting ID: 249 517 836 567

Passcode: Vh6MsZ

Facilitator: Trustee Eve Flynn

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

- a. **Administrative Procedure to Board Policy 700: Safe, Caring and Inclusive School Communities** p 1-3
- Add wording to support the development of a respectful environment.
 - Adjust timeline for school Codes of Conduct to be presented to the Board in August instead of September

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING

(Intent and philosophy and edits)

- a. **Policy 605: Fiduciary Responsibility** p 4-11
- NEW (*Policies 501, 601 and 606 included for reference/consideration*)

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

None

5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING

(Final review including input on Administrative Procedures)

- a. **Bylaw 1: Board of Education** p 12-19
- wording added to include Criminal Record Checks for Trustees post-elections.
- b. **Policy 107: Use of Educational Property for Child Care** p 20
- wording added to ensure cost neutrality

6. FUTURE TOPICS

- Review of 500 Series

7. NEXT MEETING DATE

Monday, November 18, 2024 via video-conferencing



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Purpose

These Administrative Procedures are written in support of Board 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. **Ultimately, this procedure is intended to support the development of a respectful environment that leads to better outcomes.**

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. **School Codes of Conduct will use a matrix which is developed by the principal of the school through consultative processes which describes expected behaviours in a positive and aspirational manner.**
3. School Codes of Conduct will contain language that restricts the use of personal digital devices at school for the purpose of promoting online safety and a focused learning environment. School Codes of Conduct and resulting practice will specifically state and/or implicitly support the following:
 - a. restrictions on the use of personal digital devices at school, including during hours of instruction;
 - b. use of personal digital devices for instructional purposes and digital literacy;



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700

SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

- c. use of personal digital devices that is appropriate to a student's age and developmental stage;
 - d. accessibility and accommodation needs;
 - e. medical and health needs;
 - f. equity to support learning outcomes.
4. 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.
 5. 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.
 6. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
 7. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
 8. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
 9. 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*).
 10. 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 **August** Regular Board Meeting.
 11. The school's Code of Conduct shall be posted publically.
 12. 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:



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURES TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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Adopted: 2016.11.22
Amended: 2018.01.23: 2022.01.25: 2022.11.22: 2024.06.25: **2024.08.24**

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Context

It is recognized that employees may, from time to time, become frustrated with circumstances related to their workplace. It is also noted that emotions can become heightened during times of increased stress, which may include system change, budgetary adjustments, and provincial and local bargaining. Nonetheless, employees must maintain appropriate and respectful interactions with fellow staff, remember their duty of fidelity to their employer, and utilize the agreed upon processes to resolve disagreements should they arise.

Policy Statement

Employees are expected to represent their School District and Ministry of Education appropriately, in accordance with Board Policies, Employee Codes of Conduct, Collective agreements, and Professional Standards. It is important for all employees of the Qualicum School District to understand and support the role of public education, and that employees refrain from making statements or performing actions that undermine other staff, their employer, or the BC education system while in the public domain.

Guiding Principles

The Board believes:

1. Public education is a critical tool of enhancing social and economic equity and a key pillar of an effective democracy, and that the needs of students must be paramount to decision-making.
2. It is not appropriate for employees to elicit support for their own interests from colleagues students, parents and caregivers, or any other members of the public to criticize colleagues, supervisors, or the Board of Education or illicit support for those criticisms from students, parents and caregivers, or any other members of the community.
3. If employees wish to dispute work assignments, budget allocations, support levels, or other matter related to the workplace, they must follow the proper internal processes and/or collective agreements, whichever is more as relevant, ~~as per Collective Agreements Policy~~, dispute resolution. These processes will begin with conversations with the employee's direct supervisor or their union.
4. Public discourse on matters of dispute, if required, should be left to appropriate member representation who will be expected to engage in a productive and respectful manner.

Definition:

Fiduciary Responsibility (as it relates to the employer/employee relationship)

A fiduciary obligation is an implied term of employment contracts and arises when either party has enough power or discretion to use information in a way that could negatively affect the other party's interests. Fiduciary obligations aim to protect the vulnerable party in work relationships involving a high level of trust and confidentiality.



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BOARD POLICY 605

FIDUCIARY RESPONSIBILITY

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The fiduciary in the relationship is the individual who possesses the power to potentially misuse the confidential information.

References:

- [Policy 305: Public Interest Disclosure](#)
- [Policy 601: Employee Conflict of Interest](#)
- [Policy 606: Respectful Workplace](#)

Dates of Adoption/Amendments:

Adopted:

Amended:

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ACCEPTABLE USE OF TECHNOLOGY (AUP)

Context

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

Policy Statement

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

Guidelines

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

Definitions

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

References

- [Board Policy 501: *Acceptable Use of Technology*](#)
- [Board Policy 900: *Privacy Management and Accountability*](#)

Dates of Adoption/Amendment:

Adopted: 1997.07.08

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



EMPLOYEE CONFLICT OF INTEREST

Context

All personnel (including volunteers, contractors and others) must model highly ethical and thoughtful behaviour for our students. Public education relies on public trust and confidence. Understanding and responding to any perceived or actual conflicts of interest is part of this important standard and maintenance of public trust.

Policy Statement

The Board expects the highest standard of conduct from its employees and other personnel. Public education requires that all personnel understand the fundamental importance of developing and maintaining the public's trust and confidence in the District. Public trust and confidence is maintained when students, parents and public witness thoughtful and ethical behaviour in conflict of interest situations.

Guidelines

The Board believes:

1. All personnel must conduct themselves honestly, and with personal integrity.
2. Highly ethical and thoughtful behaviour are conditions of employment and employees must exhibit these behaviours within all daily activities.
3. Personnel will understand and identify both perceived and actual conflicts of interest.
4. Personnel will respond appropriately when witnessing or participating in a perceived or actual conflict of interest situation.

Definitions

Conflict of Interest – When an individual in a decision-making position is presented with a situation where they can personally benefit (directly or through a personal relationship) from the decision.

Perceived Conflict of Interest – When an individual in a decision-making position could be seen to be biased or personally benefiting from the decision.

References:

- [Administrative Procedure to Board Policy 601: Employee Conflict of Interest](#)

Dates of Adoption/Amendments:

Adopted: 1984.10.03

Amended: 1986.08.27: 1990.03.28: 1991.09.10: 2005.03.29: 2018.01.23: **2021.11.23**



Purpose

These Administrative Procedures were written in support of Policy 601: *Employee Conflict of Interest*.

Understanding Conflict of Interest

District employees have a duty of loyalty to the District as the employee's employer. This duty requires employees to provide services to the best of the employee's ability regardless of the employee's own personal perspectives of Board direction or policy.

The honesty and integrity of District employees must be above reproach and coupled with impartiality in the conduct of the employee's duties to ensure that the employee's actions are above public suspicion.

The actions and conduct of employees must be such as to instill within the public a sense of trust and confidence in the District.

Disclosure of confidential information may put employees in a position of conflict of interest, and great care must be taken when communicating with individuals both inside and outside of the District.

A conflict of interest may also occur when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities.

Expectations for Employees

Employees are to disqualify themselves as participants in personnel decisions when the employee's objectivity would be compromised for any reason, benefit or perceived benefit which could accrue to them.

Employees are expected to request a determination of the Superintendent before engaging in any activity which might reasonably give rise to questions about a possible conflict of interest.

Representative Examples of Conflict of Interest

Employees may engage in remunerative employment with another employer, carry on a business, receive remuneration from public funds for activities outside the employee's position, or engage in volunteer activities without there being a conflict of interest, provided it does not:

- Interfere with the performance of the employee's duties as an employee of the District.
- Bring the District into disrepute.
- Represent a conflict of interest or create the reasonable perception of a conflict of interest.
- Appear to be an official act or to represent District direction or policy.
- Involve the unauthorized use of work time or District premises, services, equipment or supplies to which they have access by virtue of the employee's employment with the District.
- Gain an advantage or appear to gain an advantage that is derived from the employee's employment with the District.



Duty to Report

Employees shall promptly report any fact or circumstances of which they become aware that might give rise to a real or perceived conflict of interest. Reports shall be made in writing to the employee's Principal or Supervisor.

A Principal or Supervisor who receives a written report of an alleged conflict of interest will seek guidance from the Superintendent or Secretary-Treasurer.

References:

- [Board Policy 601: *Employee Conflict of Interest*](#)

Dates of Adoption/Amendments:

Adopted: 2018.01.23

Amended: 2021.11.23: **2022.11.22**



Context:

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

Policy Statement:

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

The Board commits to the ideals of:

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

Guiding Principles:

The Board believes that:

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



QUALICUM SCHOOL DISTRICT

BOARD POLICY 606

RESPECTFUL WORKPLACE

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

References:

- [WorkSafeBC – Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- [Board Bylaw 1](#)
- [Policy 604: Workplace Bullying and Harassment](#)
- [Policy 710: Resolution of Student and Parent Complaints](#)

Dates of Adoption/Amendments:

Adopted: **2021.01.26**

Amended:



PURPOSE

A bylaw to provide for procedures for the conduct of general school elections, other trustee elections, outline board role, trustee role and code of conduct including process for breaches.

I. ELECTION OF TRUSTEES:

Under the *School Act*, the Board of Education may, by bylaw, determine various procedures and requirements to be applied in the conduct of trustee elections.

In Qualicum School District, under the *School Act*, trustee elections in the following trustee electoral areas are the responsibility of the Board of Education of Qualicum School District:

| <u>No. of Trustees to be Elected</u> | <u>Electoral Areas to be Represented</u> |
|--------------------------------------|---|
| 1 | E of the Regional District of Nanaimo Regional District of Lantzville |
| 1 | F of the Regional District of Nanaimo |
| 2 | G of the Regional District of Nanaimo The City of Parksville The Town of Qualicum Beach, and E of the qathet Regional District |
| 1 | H of the Regional District of Nanaimo |

The Board of Education wishes to establish various procedures and requirements under the authority of the *School Act* for trustee elections.

The Board of Education, in an open meeting of the board, enacts as follows:

1. Definitions

The terms used shall have the meanings assigned by the *School Act* and the *Local Government Act*, except as the context indicates otherwise.

"Election" means a trustee election.

"Board" or "school board" means the Board of Education of School District No.69 (Qualicum).

2. Application

This bylaw applies to both general elections and by-elections and to those trustee elections carried out by other authorities, except as otherwise indicated.

3. Resolution of Tie Votes after Judicial Recount

In the event of a tie vote after a judicial recount, the tie vote will be resolved by conducting a lot in accordance with the *School Act* and the *Local Government Act*.



4. Mandatory Advance Voting Opportunities and Local Government Special Voting Opportunities

As required by the *Local Government Act* and the *School Act*, the mandatory advance voting opportunities are established as follows:

- i. on the tenth day before general voting day; and
- ii. for a trustee election that is the subject of an agreement or agreements with the local governments of the Regional District of Nanaimo, the City of Parksville, the Town of Qualicum Beach, the District of Lantzville or the qathet Regional District under which either the local government conducts all or part of the trustee election on behalf of the school board, or a local government election is conducted in conjunction with the trustee election: the date specified for the additional mandatory advance voting opportunity - as well as the date, location and voting hours of any special voting opportunities - in the general election bylaw of that local government, as it is amended from time to time, shall apply in the trustee electoral area or part of the trustee electoral area that is the subject of the agreement;
- iii. for a trustee election that is not the subject of an agreement referred to in (ii): the third day before general voting day.

5. Additional Advance Voting Opportunities

As authorized under the *Local Government Act* and the *School Act* the school board authorizes the chief election officer to establish additional advance voting opportunities for each election to be held in advance of general voting day and to designate the voting places, establish the date and the voting hours for these voting opportunities.

6. Additional General Voting Opportunities

As authorized by the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish additional voting opportunities for general voting day for each election and to designate the voting places and voting hours, within the limits set out in the *Local Government Act*, for such voting opportunities.

7. Special Voting Opportunities

As authorized under the *Local Government Act* and the *School Act*, the school board authorizes the chief election officer to establish special voting opportunities for each election and to designate the location, the date and the voting hours, within the limits set out in the *Local Government Act*, for such special voting opportunities.

8. Public Access to Election Documents

The Board authorizes posting of nomination documents of trustee candidates on the website of Qualicum School District until 30 days after declaration of the election results.



9. Public Access to Election Documents Cont.

- i. The Board authorizes but does not require chief election officers to post nomination documents of trustee candidates for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.
- ii. The Board authorizes posting of trustee candidates' campaign financing disclosure statements and declarations and supplementary statements and declarations on the website of Qualicum School District until one year from general voting day.
- iii. The Board authorizes but does not require chief elections officers to post campaign financing disclosure statements for public access on any or all of websites of the City of Parksville, Town of Qualicum Beach, Regional District of Nanaimo and qathet Regional District, until such time as established by the bylaws of the relevant local government.

II. BOARD ROLE:

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals and policies to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

SPECIFIC AREAS OF RESPONSIBILITY

1. Accountability to Governments

The Board shall:

- 1.1 Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies.
- 1.2 Perform Board functions required by governing legislation and existing Board policy.

2. Accountability to and Engagement of Community

The Board shall:

- 2.1 Make decisions that address the needs and demands of the district.
- 2.2 Establish processes and provide opportunities for community input including all stakeholders and rights holders.
- 2.3 Communicate the district strategic plan, and achievements of students and staff to the community, at least annually.
- 2.4 Develop procedures for and hear appeals as required by statute and/or board policy.
- 2.5 Provide for two-way communication between board and stakeholder groups.
- 2.6 Meet regularly with municipal governments and other educational/public service or business governing authorities to achieve educational ends.
- 2.7 Model a culture consistent with district values.



3. Planning

The Board shall:

- 3.1 Provide overall direction for the district by establishing a vision, values and strategic issues to be addressed.
- 3.2 Develop and approve the district's long term strategic plan.
- 3.3 Annually set district goals and key results, aligned with the district's strategic plan
- 3.4 Monitor progress toward the achievement of student outcomes and other desired results.
- 3.5 Annually evaluate the effectiveness of the district in achieving established goals and desired results.

4. Policy

The Board shall:

- 4.1 Identify the purpose to be achieved and the criteria for a new policy.
- 4.2 Make the final decision as to the approval of all policy statements.
- 4.3 Evaluate policy impact to determine if policy has created the desired change.
- 4.4 Determine policies and bylaws which outline how the board is to function.
- 4.5 Monitor policy changes and seek input on those changes.
- 4.6 Delegate authority to the superintendent and define commensurate responsibilities.

5. Board/Superintendent Relations

The Board shall:

- 5.1 Select the superintendent
- 5.2 Provide the superintendent with clear corporate direction.
- 5.3 Delegate in writing, administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.4 Evaluate the superintendent and review compensation in accordance with the superintendent's contract.
- 5.5 Respect the authority of the superintendent to carry out executive action and support the superintendent's actions which are exercised within the delegated discretionary powers of the position.

6. Political Advocacy

The Board shall:

- 6.1 Address external issues in a manner consistent with district values.
- 6.2 Make decisions regarding British Columbia School Trustee Association (BCSTA) and British Columbia Public Sector Employees' Association (BCPSEA) issues.
- 6.3 Advance district positions and priorities through relevant provincial organizations and associations.
- 6.4 Educate and inform the public



7. Board Development

The Board shall:

- 7.1 Annually evaluate the Board's effectiveness.
- 7.2 Annually develop a Board development plan aligned with District priorities.

8. Fiscal Accountability

The Board shall:

- 8.1 Approve process and timelines for budget deliberations.
- 8.2 In collaboration with the superintendent, identify assumptions and draft priorities for the creation of the annual budget.
- 8.3 Approve the annual budget which aligns with key goals and the strategic plan.
- 8.4 Annually approve the district's facilities planning document.
- 8.5 Annually appoint or reappoint the auditor and approve the terms of engagement.
- 8.6 Review annually the audit report and management letter.
- 8.7 Provide direction regarding the mandate for local employee negotiations.
- 8.8 Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9 Approve the acquisition and disposition of district land and buildings.
- 8.10 Approve tender selection for contracts over \$50,000 (fifty thousand dollars)
- 8.11 Approve construction projects in excess of \$500,000 (five hundred thousand dollars)

9. Selected Responsibilities

- 9.1 Establish parameters for early retirement incentive plans.
- 9.2 Approve local school calendars, as requested in accordance with legislation.
- 9.3 Approve Board/Authority Authorized Courses
- 9.4 Hear appeals on the reconsideration of resource materials which are challenged.
- 9.5 Approve the naming of educational facilities and land.
- 9.6 Recognize students, staff and community members.
- 9.7 Approve school catchment areas.
- 9.8 Approve transportation service level changes.
- 9.9 Approve District partnerships.

III. ROLE OF THE TRUSTEE:

As members of the corporate board, trustees are accountable to the public for the collective decisions of the board and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board. A trustee acting individually has only the authority and status of any other citizen in the district.



Specific Responsibilities:

1. Support the decision of the Board and monitor progress to ensure decisions are implemented.
2. Strive to develop a positive and respectful learning and working culture both within the board and the district.
3. Become familiar with, and adhere to, the Trustee Code of Conduct.
4. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the board.
5. Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate. Also refer to Board Policy: 710: [Resolution of Student and Parent Complaints](#).
6. Act as a liaison to assigned schools according to purpose and parameters as outlined in Liaison Schools - Purpose and Parameters which can be found in the [Trustee Handbook](#).
7. Keep the Board and the Superintendent informed in a timely manner of matters coming to his/her attention that might affect the district.
8. Provide the Superintendent with counsel and advice, giving the benefit of the trustee's judgment, experience and familiarity with the community.
9. Come prepared to board meetings, participate in, and contribute to, the decisions of the board in order to provide the best solutions possible for the education of children within the district.
10. If a personal disagreement arises between a member of the team and another member, a one to one meeting between the two should be arranged to deal with and resolve the disagreement.
11. If there is any doubt about contacting employees of the district, the Superintendent or the Secretary Treasurer should be contacted first.
12. Strive to develop a positive and respectful learning and working culture both within the board and the district, based on collaboration and transparency.

IV. TRUSTEE CODE OF CONDUCT:

1. It is vital that the Board of Education commits itself and its members to conduct which is appropriate and ethical. All personal interactions should be respectful and should acknowledge the worth of each person.



2. In compliance with the B.C. Human Rights Code, trustees will endeavor to ensure that all schools in Qualicum School District provide the best quality education possible for all of our students regardless of their ability, sex, sexual orientation, gender identity or expression, creed, social standing or any physical or mental disability conditions.
3. Trustees must devote time, thought and study to the duties and responsibilities of being a trustee so as to be able to render effective and competent decisions.
4. Trustees must work together to communicate to the electorate the facts about our schools.
5. Trustees as individuals have no Board authority. All relationships must be conducted based on this fact. Media interviews must be handled by the Board Chair, Vice-chair or Superintendent unless expressly delegated to the individual trustee.
6. All in camera business is to be kept strictly confidential.
7. Trustees must respect the Superintendent's responsibility for the day-to-day administration of the district.
8. Trustees are expected to refer all complaints and criticisms to the proper process.
9. The board as a whole has to take responsibility to resolve potentially dysfunctional situations and strive to build dynamics that demonstrate:
 - 9.1 A commitment to collaborative decision-making
 - 9.2 A commitment to doing the homework and sharing responsibility
 - 9.3 A commitment to contributing to public meetings in a way that earns public confidence in the work of the Board
 - 9.3 A commitment to put the good of the school system before individual political agendas
 - 9.4 A commitment to focus at least as much on assessing the value of initiatives as in controlling costs

PROCEDURE FOR BEHAVIOUR CONTRARY TO THIS BYLAW:

1. Trustees, upon being elected, are expected to abide by all policies and will be subject to the same procedures as all other board employees and contractors, including completing and submitting criminal records checks.
2. The Board may take action against a trustee to protect its dignity, integrity and proper function, and to act fairly in providing procedural protections based on the level of severity of a breach of conduct.
3. If proactive measures do not result in changed behaviour, disciplinary measures for breaches may be imposed in a remedial and restorative manner, reflecting the seriousness of the breach. These measures may include the offending trustee:



- Writing a letter of apology;
 - Participating in a restorative justice process;
 - Participating in specific training, coaching, or counselling as directed by the board;
 - Being subject to a motion of censure passed by a majority of the voting trustees at a closed (i.e., in-camera) board meeting; or
 - Being removed from one, some, or all board committees or other appointments by a majority of voting trustees at an in-camera board meeting.
4. It is important to note that, except as expressly permitted by the School Act, a board's authority does not extend so far as to effectively remove a trustee from their elected office.

V. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Board of Education Bylaw No.1. "

Read a first time this 23rd day of June 25, 2024

Read a second time this 24th day of September, 2024.

Read a third and final time, passed and adopted this ____ day of _____, 2024.

VICE CHAIRPERSON OF THE BOARD

SECRETARY TREASURER

REFERENCES:

- BC Ombudsperson
<https://bcombudsperson.ca/guide/complaint-handling-guide/>
<https://bcombudsperson.ca/fairness-education-resources/fairness-consultation/>
- Board Bylaws and Policies
[https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/=](https://www.sd69.bc.ca/Board/Policies-and-Bylaws/Pages/default.aspx#/)
- The School Act Part 4
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_04#part4
- The Local Government Act
https://www.bclaws.gov.bc.ca/civix/document/id/lc/statreg/r15001_00
- Provincial Criteria Guidelines for Trustee Codes of Conduct
<https://www.bced.gov.bc.ca/bulletin/20230602/criteria-guidelines---may-25.pdf>

DATES OF ADOPTION AND AMENDMENTS:

Adopted: January 1999

Amended: 2002.08.27: 2005.10.25: 2008.09.23: 2014.05.27: 2020.02.25: 2022.09.13:
2023.10.24



USE OF EDUCATIONAL PROPERTY FOR CHILD CARE

Page 1 of 1

Context:

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

Policy Statements:

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

Guiding Principles:

The Board believes that:

1. The Board should regularly assess the community need for child care programs on their property through a process of engagement with all interested **community** parties. ~~including, board employee groups, the District Parent Advisory Council (DPAC), the school Parent Advisory Councils (PACs), Indigenous community leaders, members of the Oceanside Early Learning Coalition and interested others.~~
2. All child care programs should be provided at a fee that reflects only the direct and indirect costs to the district. **Child care and space rental fee structures should be set with cost recovery in mind.**
3. Special consideration should be given to providers who provide quality, affordable care that is inclusive and fosters Indigenous reconciliation.
4. All programs should require the licensee to maintain appropriate standards of performance and must remain fully licensed at all times.
5. Where possible, preference for provision of childcare services should be given to not-for-profit providers.

Definitions:

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

References:

- [Administrative Procedures: 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 and Assisted Living](#) Facilities Act

Dates of Adoption/Amendments:

Adopted: 2021.04.27

Amended: