



**QUALICUM SCHOOL DISTRICT  
POLICY COMMITTEE OF THE WHOLE - AGENDA**

**MONDAY, NOVEMBER 18, 2024**

**1:00 P.M.**

**VIA VIDEO CONFERENCING**

**Join on your computer, mobile app or room device**

**[Join the meeting now](#)**

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. Appendix to Board Policy 305: Public Interest Disclosure**  
To include a Disclosure Report Form
  - b. Appendix to Board Policy 900: Privacy Management**  
To provide categories of records available without a formal FOI request
- 3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING**  
(Intent and philosophy and edits)
  - a. Review of 500 Series to determine if any revisions required**
- 4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING**
  - a. NEW Policy 605: Duty of Fidelity to the Employer**  
Renamed from Fiduciary Responsibility
- 5. BYLAWS/POLICIES POTENTIALLY GOING TO THIRD AND FINAL READING**  
(Final review including input on Administrative Procedures)
- 6. FUTURE TOPICS**
  - Continued Review of 500 Series
- 7. NEXT MEETING DATE**  
Monday, January 20, 2024 at 1:00 p.m. via video-conferencing



## **QUALICUM SCHOOL DISTRICT**

### **APPENDIX 1**

## **PUBLIC INTEREST DISCLOSURE FORM**

### **INSTRUCTIONS**

Before filling out the Public Interest Disclosure Form, please review Board Policy 305: Public Interest Disclosure and its Administrative Procedures. Please also ensure that you provide all required details and attach copies of any documents you wish to submit as part of your report. The completed form (together with all attachments) may be submitted by mail or email to the School Board Chair, Superintendent of Schools, or Secretary Treasurer.

### **PRIVACY STATEMENT**

The personal information submitted in this Public Interest Disclosure Form is collected by the School District under sections 26(a) and (c) of the Freedom of Information and Protection of Privacy Act, and will be used to assess, review, investigate and respond to allegations of wrongdoing made under the Public Interest Disclosure Act. If you have any questions about the collection, use or disclosure of your personal information in connection with your disclosure, please contact the Secretary Treasurer.

### **CONFIDENTIALITY**

Reports made under the Public Interest Disclosure Act are received and held in confidence by the School District. The reports and information received will be used and shared only to the extent reasonable and necessary to assess, investigate and respond to your disclosure and will not be used or disclosed for other purposes except as permitted or required under the Freedom of Information and Protection of Privacy Act and the Public Interest Disclosure Act or other applicable laws.

### **COMPLETING THE DISCLOSURE FORM**

The purpose of this Public Interest Disclosure Form is to assist you in making a disclosure under the Public Interest Disclosure Act. The requested information is to ensure we have sufficient information to carefully review, investigate and respond to your disclosure. If you are unable to provide all requested details at the time you make your initial disclosure, you may ask to submit additional details at a later time.



**QUALICUM SCHOOL DISTRICT**  
**APPENDIX 1**  
**PUBLIC INTEREST DISCLOSURE FORM**

**DISCLOSURE REPORT**

1. Are you a current employee of the School District?  
☐ Yes    ☐ No
2. Were you an employee of the School District when the alleged wrongdoing occurred or was discovered?  
☐ Yes    ☐ No
3. Please enter your contact information below so that we can communicate with you about your disclosure. Your identity and contact information may be shared with investigators to allow them to communicate with you.

While anonymous disclosures may be accepted under the Public Interest Disclosure Act, we may not be able to investigate if we are unable to contact you to confirm you are a current or former employee or to obtain further details, evidence or clarification about your disclosure.

NAME:	ADDRESS:
EMAIL:	PHONE:
ADDITIONAL INSTRUCTIONS: (e.g. How would you prefer to be contacted? May we leave messages for you?)	

4. A report may be made under the Public Interest Disclosure Act for any of the following categories of wrongdoing. Please check any that apply:
  - ☐ serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
  - ☐ 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;
  - ☐ a serious misuse of public funds or public assets;
  - ☐ gross or systemic mismanagement;
  - ☐ knowingly directing or counselling a person to commit a wrongdoing described above.

If your report does not fall within one of these categories, you may wish to consider whether your report falls under another policy or procedure of the School District [Policies](#).



## QUALICUM SCHOOL DISTRICT

### APPENDIX 1

#### PUBLIC INTEREST DISCLOSURE FORM

5. In the space below, please describe the alleged wrongdoing and the person(s) alleged to have committed the wrongdoing. Please provide as much detail as you are able, including:
- A description of the wrongdoing and any relevant background;
  - The names of those responsible;
  - When and where the wrongdoing occurred;
  - Names of people who witnessed the wrongdoing, if available, and/or;
  - Any law or legislation that has been breached.

DESCRIPTION OF ALLEGED WRONGDOING:

6. Have you previously reported the wrongdoing to the School District? ☐ Yes ☐ No  
If 'Yes', please indicate who the report was made to and any actions taken.

REPORT DATE AND PERSON REPORTED TO:

7. Please describe any other steps or action that you or others have taken to address, report or prevent the reported wrongdoing.

OTHER STEPS OR ACTION TAKEN:

8. Do you know of any other organizations that are investigating the reported wrongdoing or whether other complaints or claims about the wrongdoing have been filed (e.g. court filings, grievance, human rights complaint, privacy complaint, police investigation, etc.). Please explain.

OTHER INVESTIGATIONS:



# QUALICUM SCHOOL DISTRICT

## APPENDIX IV

### CATEGORIES OF RECORDS AVAILABLE WITHOUT A REQUEST

Page 1 of 1

Freedom of Information and Protection of Privacy Act – [Section 71](#)

Category	Location	Nature of Information	Targeted Release Date*
Annual Budget and Financial Statements	<a href="#">Financial information</a>	Information prepared under Budget Transparency and Accountability Act and Financial Information Act	Budget - on or before June 30 Financial Statements - by September 30
Board of Education Bylaws and Policies	<a href="#">Policy manual</a>	Governance guidelines	Following Board approval
Board of Education Public Meeting Agendas, Minutes and Materials	<a href="#">Meetings and Minutes</a>	Materials related to public Board meetings	Upon ratification/ receipt by the Board
Climate Change Accountability Report	<a href="#">CCAR reporting</a>	Summarizes GHG emissions profile in accordance with Climate Change Accountability Act	Following receipt by Board on or before May 31
Executive Compensation Disclosure Report	<a href="#">Financial information</a>	Details of CEO compensation and next 4 highest ranking/paid executives	Following Board approval on or before September 30
Framework for Enhancing Student Learning (FESL) Report	<a href="#">Planning Documents - FESL</a>	Formalizes planning and reporting expectations for all school districts	Following Board approval on or before September 30
Heating and Ventilation Reports	<a href="#">HVAC reports</a>	School level ventilation system reports per Ministry of Education	Following receipt by Board
Lead in Water Testing reports	<a href="#">Water testing reports</a>	Testing of lead in water per Ministry of Health guidelines	Following receipt by Board
Long Term Facility Plan	<a href="#">Facility Planning</a>	District wide framework for capital investment decisions	Following Board approval
Multi Year Financial Plan	<a href="#">Financial information</a>	District wide framework for financial and capital planning	Following Board approval
Strategic Plan	<a href="#">Planning Documents - Strategic Plan</a>	Maintains the Districts core values	Following Board approval
School Calendar	<a href="#">Calendar</a>	Annual District Calendar (Locally developed)	Following Board approval
Statement of Financial Information (SOFI)	<a href="#">Financial information</a>	Information prepared under Financial Information Act	On or before December 31
Support Staff Collective Agreement	<a href="#">Support Staff</a>	Collective Agreements for support staff	Following ratification
Teacher Staff Collective Agreement	<a href="#">Teachers MATA</a>	Collective Agreements for teachers	Following ratification

\*The School District endeavors to post the above listed categories within the listed timeframes. However, more time may be needed in some circumstances.



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 1 of 1

**Context**

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

**Policy Statement**

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

**Guiding Principles**

The Board of Education believes that:

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

**References**

- [Student Reporting Policy \(2016\)](#)
- [Ministerial Order 192/94, the Provincial Letter Grades Order](#)
- [Ministerial Order 191/94, the Student Progress Report Order](#)
- [Ministerial Order 082/09, the Permanent Student Record Order](#)
- [Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order](#)
- [Administrative Procedure to Board Policy 500: \*Communicating Student Learning and Student Placement\*](#)

**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**



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

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### **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





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

**Methods of Communicating Student Learning**

1. The District will continue to support use of 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.





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

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 082/09, the Permanent Student Record Order](#)
- [Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order](#)
- [Board Policy 500: Communicating Student Learning and Student Placement](#)

**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**



ACCEPTABLE USE OF TECHNOLOGY (AUP)

**Context**

The Board of Education of School District 69 (Qualicum) 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:**

- [Administrative Procedure: Acceptable Use of Technology](#)
- [Board Policy 900: Freedom of Information and Protection of Privacy – Management and Access to Information](#)

**Dates of Adoption/Amendment:**

Adopted: 1997.07.08

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



**ADMINISTRATIVE PROCEDURES TO ACCEPTABLE USE OF  
TECHNOLOGY (AUP)**

**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.

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.



**ADMINISTRATIVE PROCEDURES TO ACCEPTABLE USE OF  
TECHNOLOGY (AUP)**

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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.



**ADMINISTRATIVE PROCEDURES TO ACCEPTABLE USE OF  
TECHNOLOGY (AUP)**

Page 3 of 4

- 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 communiqués in which case, it is not considered personal information.

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

[http://www.tbs-sct.gc.ca/pubs\\_pol/gospubs/TBM\\_128/usapa/fag-eng.asp](http://www.tbs-sct.gc.ca/pubs_pol/gospubs/TBM_128/usapa/fag-eng.asp)

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



ADMINISTRATIVE PROCEDURES TO ACCEPTABLE USE OF  
TECHNOLOGY (AUP)

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**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: **2022.10.25**



**Context:**

The Qualicum School District Strategic Plan includes student centred learning support for quality teaching and learning, and social emotional supports as primary areas of focus. Field experiences support all of three of those priority areas. Additionally, provision of field experiences supports the BC education system's core competencies of thinking and communicating by providing hands-on opportunities for learning.

**Policy Statement**

The Board of Education supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance curricular learning and core competencies, and which expand on athletic, cultural, musical, linguistic, or other educational endeavours.

**Guiding Principles**

1. Educational value as described in the policy statement is paramount in the planning of field experiences. That educational value must be balanced with considerations of safety and climate impact, meaning that field experiences should be held as close to Qualicum School District as possible without compromising the quality of the experience.
2. The Board further believes that in planning for any learning experience including field experiences, consideration must be given to the following:
  - a. Student safety and security for all participants including students, staff, volunteers and the District;
  - b. Curricular relevance and the appropriateness of the activity to the students' educational program;
  - c. Ensuring that the experiences are effective, affordable and accessible to all students; and,
  - d. Ensuring that field experiences are reviewed for risk and that supervising staff have the requisite skills and experience necessary to provide safe and appropriate field trip experiences.
  - e. Ensure that students be educated regarding the environmental impact and that participating students give evidence of activities intended to offset environmental impact.
3. The Board retains the right to review and give approval for experiences that are out of province, but delegates that authority to the Superintendent.
4. The Superintendent will ensure the Board is informed of any emerging safety concerns.

**References:**

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to 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: 79.07.21

Amended: 81.01.21: 84.05.16: 89.02.22: 92.08.25: 01.04.03: 02.03.26: 03.05.27: 17.03.28:  
2020.05.26: **2023.04.25**





**Purpose**

The Board of Education of Qualicum School District 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.



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 Qualicum School District 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.

All participants should be aware that the Board of Education is interested in the learning that has resulted from these trips and that representatives will be invited to present to the Board of Education following their return.

### **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 approval in principle a minimum of eight months prior to travel, and final approval a minimum of four months prior to travel. 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:**

- BC's Curriculum – [Core Competencies](#)
- [Administrative Procedure to 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: **2023.04.25**



**ANIMALS IN THE WORKPLACE**

Page 1 of 2

**Context:**

The Board of Education recognizes that animals have a place in schools and workplaces under certain conditions. Animals brought to schools for educational reasons, including as examples service or police dogs, can provide valuable learning opportunities for children if the animals are properly cared for and controlled, and if parents have provided informed consent. As well, small classroom pets provide children with opportunities to develop empathy and learn about the care of animals.

Beyond educational purposes for having animals in schools and workplaces, assistance dogs, including guide dogs or service dogs, should also be welcomed in schools and workplaces as approved supports for children or staff members. Additionally, therapy dogs, when accompanied by handlers, can provide supports in schools and workplace in areas such as reducing anxiety or providing emotional support. There may also be times when handlers or dogs undergoing training are welcomed in schools and workplaces.

**Policy Statement:**

The Board of Education supports animals being in schools and workplaces for educational purposes, or as certified service or guide dogs, or as therapy dogs if accompanied by a handler, on the understanding that parents and staff have provided informed consent and the presence of the animal has been approved by administration.

**Guiding Principles:**

The Board of Education believes that animals should be welcomed in schools for the purposes of education as it related to curriculum, core competencies, and social-emotional learning.

The Board recognizes and values the benefits that assistance dogs and therapy dogs bring to assisting children and adults with their daily living activities and is committed to considering applications for staff and students who would benefit.

The Board believes that the presence of animals in schools must be predicated on parents providing informed consent, and on ensuring that allergies are attended to as a priority where those allergies might relate to animals in schools.



## Definitions

*Assistance dogs* - Also known as guide dogs and service dogs, assistance dogs have been trained to assist individuals with specific tasks pertaining to a visible or non-visible disability, such as epilepsy, diabetes, post-traumatic stress disorder or visual impairment. These dogs may be approved when a student or an employee requires such use in order to have equal access to the services, programs or activities offered by the school and when the School District's criteria have been met to the satisfaction of the Board of Education.

*Therapy dogs* - 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. Their responsibilities are to provide physiological support to individuals other than their Handlers. These dogs do not have the same access rights as guide dogs and service dogs and are organized by the School District at the discretion of the Senior Leadership Team on a case by case basis.

Other dogs that are not a therapy dog, service dog or guide dog, will be subject to the School District's Administrative Procedure for Animals in Schools.

*Handler* - The person that was part of the training process for a particular dog.

*Therapy Dog Team* - A handler and dog team that has successfully passed the tests and monitored visits necessary to work with children and adults, through a recognized therapy dog organization such as St. John's Ambulance or PADs.

## References:

- [British Columbia Guide Dog and Service Dog Act](#)

## Dates of Adoption/Amendments:

Adopted: 1985.04.17

Amended: 1986.07.27: 1988.11.23: 1990.03.28: 1991.09.10: 2005.01.25: 2017.01.24:  
**2020.04.28**





**Purpose**

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

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. 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.
3. 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.
4. Prior to introducing an animal into a classroom, the teacher must ensure that the following conditions have been met:
  - a) animals must be in good health, free of disease with no tendencies to bite or scratch;
  - b) the owner of the animal must show proof of current records, including vaccinations or training where relevant;
  - c) the teacher bringing the animal into the school must know the past history of the animal;
  - d) the animal must not present aggressive behaviour towards students or employees;
  - e) parents must be informed prior to an animal visiting the school; and,
  - f) 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. 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. Animals will not be left in schools during holiday periods, and, where practicable, teachers responsible will make arrangements for their care in other locations.
9. 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.



10. 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.
11. 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.
12. The student or employee requesting an assistance dog must be capable of maintain control of the dog at all times;
13. 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.
14. 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.

**References:**

- [Board Policy 503: Animals in Schools and Workplaces](#)
- [British Columbia Guide Dog and Service Dog Act](#)

**Dates of Adoption/Amendments:**

Adopted: 1985.04.17 (Original Policy)

Amended: 1986.07.27: 1988.11.23: 1990.03.28: 1991.09.10: 2005.01.25: 2017.01.24:  
2020.04.28: **2022.10.25**



## 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.): \_\_\_\_\_

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*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,

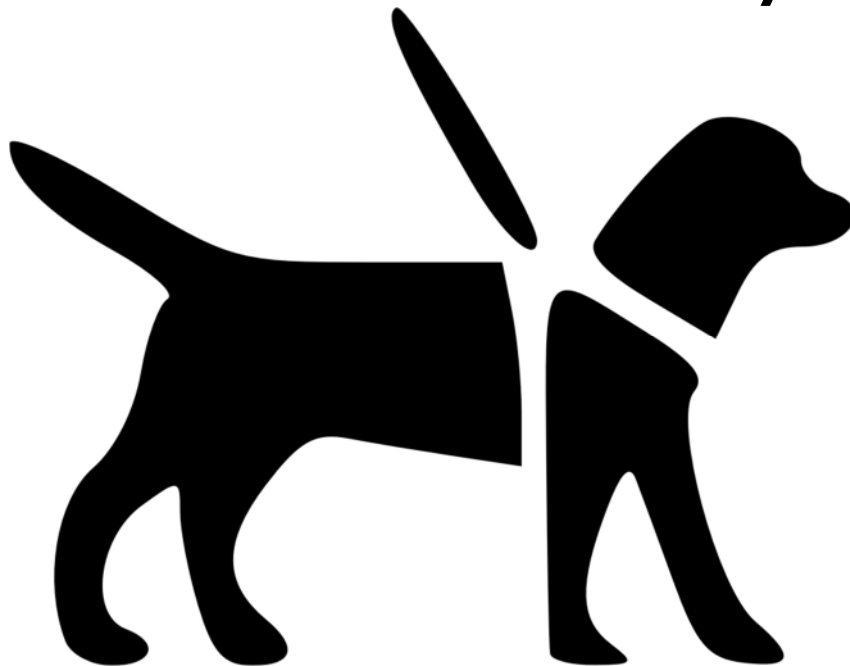
Principal

cc: Superintendent of Schools



# NOTICE:

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





### Context

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

### Policy Statement

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

### Guiding Principles

The Board of Education believes that:

1. Creators of copyright materials have the rights of ownership that come with copyright laws related to the nature of the publication.
2. Students have a right to access a wide range of educational resources within copyright rules.
3. Anyone who willfully and knowingly contravenes the rules of copyright including as found in the Copyright Act should be responsible for consequences that might flow from such a breach.
4. Employees are to be guided in their practice by the provisions of *Copyright Matters* and the *Fair Dealings Decision Tool* as described in the Administrative Procedures.
5. Laws pertaining to intellectual property should apply to any materials or resources created by employees contracted for or assigned to the creation of those materials or resources

### References

- Administrative Procedures to 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: June 22, 2021

Amended:





### 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:  
[https://cmec.ca/Publications/Lists/Publications/Attachments/291/Copyright\\_Matters.pdf](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: 2021.06.22: **2022.10.25**



**Context**

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

**Policy Statement**

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

**Guiding Principles**

The Board believes that:

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

**References**

- [Administrative Procedures to Board Policy 505: Fundraising in Schools](#)
- [Board Policy 108: School Generated Funds and its administrative procedures](#)

**Dates of Adoption/Amendments:**

Adopted: **2022.10.25**

Amended:



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 505 -  
FUNDRAISING IN SCHOOLS**

Page 1 of 1

**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: **2022.10.25**



### **Context**

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

### **Policy**

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

### **Guidelines**

The Board believes that:

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

### **References**

- [Administrative Procedures to Board Policy 506: Conduct of Coaches](#)
- [Board Policy 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**



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

**Dates of Adoption/Amendments:**

Adopted: 2015.11.24

Amended: **2021.04.27**



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Page 1 of 2

**Context**

The B.C. Ministry of Education Curriculum highlights “A curriculum that enables and supports increasingly personalized learning, through quality teaching and learning, flexibility and choice, and high standards.” Student choice and direction are necessary to support the curricular direction.

**Policy Statement**

The board supports personalized learning through the provision of Programs of Choice for students at all levels.

**Guiding Principles**

1. Students will be introduced to different subjects and disciplines on a course by course basis by attending discoveries, exploratories or taking locally developed and Board Approved courses throughout their educational journey.
2. To maintain high standards of teaching and learning, all programs of choice will be subject to the following criteria:
  - a. Be cost neutral to the School District over time;
  - b. Be compliant with all Ministry and School District requirements, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices;
  - c. Focus on building meaningful credentials for the BC Graduation Program;
  - d. Specify the enhancements that are being provided beyond regular programming;
  - e. Be fully equitable in regard to program enrollment and opportunity, without ability restrictions acting as a barrier to participation; and,
  - f. Be subject to periodic reviews to determine if the Program is meeting student needs and adhering to the requirements listed above.
3. Specialty Academies can be used to offer a Program of Choice that relies on user fees to provide its enhanced experiences. They are subject to additional requirements listed in Ministry regulation 219/08, in the Administrative Procedures for this policy, and Board Policy 703 (Fees and Subsidies).
4. Fundraising is permitted as a means to offset program fees.

**Definitions:**

*Programs of Choice* -- Courses of study beyond the regular classroom that provide opportunities for students to engage more deeply in areas of interest by extending the Ministry Curriculum. These programs are created by staff selected by students and/or their families as a means for a specialized learning experience.





## QUALICUM SCHOOL DISTRICT

### BOARD POLICY 507

#### PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

Page 2 of 2

*Specialty Academy* – A Program of Choice that meets the criteria established in Ministry regulation 219/08, and provides an enhanced experience for students requiring a student fee payment to be cost neutral to the School District.

#### References:

- [Administrative Procedures to Board Policy 507: Programs of Choice and Specialty Academies](#)
- [Board Policy 703: Student Fees and Subsidies](#)
- 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](https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/d/bcreg_21908.pdf)

#### Dates of Adoption/Amendments:

Adopted: **2022.05.24**

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 507  
PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

**PURPOSE**

1. The purpose of this administrative procedure is to set the requirements for programs and choice and specialty academies in School District No.69
2. This administrative procedure must be read in conjunction with the Policy 507: *Programs of Choice and Specialty Academies*.

**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 and Administrative Procedures: Student Fees and Subsidies](#)
- 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](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:



**Context**

From Kindergarten through to graduation, students have the opportunity to explore a variety of career paths. Our learning, programs, resources and networks provide an opportunity for students to imagine their possible futures. The provincial Career Education curriculum offers students the opportunity to pursue this journey in ways that are personally meaningful and goal-oriented (BC Ministry of Education).

**Policy Statement**

The Board believes that all students should graduate with a meaningful Dogwood Diploma that gives them as many post-secondary opportunities as possible. Career Preparation Programs are important learning opportunities for students as they transition from secondary school to post-graduate learning, training and, eventually, careers. Career Preparation Programs including Work Experience, dual-credit courses and Youth Work in Trades programs including Secondary School Apprenticeships and are governed by Work Experience Ministerial Order 237/11.

**Guiding Principles**

1. Students will be introduced to Career Education Programs through the curriculum Career courses and other courses taken throughout their educational journey.
2. The standards for Ministry Work Experience and Youth Work in Trades must be upheld with emphasis on work-site safety and student conduct.
3. All program and course must be approved by the Director of Instruction.
4. All Ministry and School District requirements and Administrative Procedures must be followed, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices.

**Dates of Adoption/Amendments:**

Adopted: **2023.04.25**

Amended:



**Purpose:**

From Kindergarten through to graduation, students have the opportunity to explore a variety of career paths. Our learning, programs, resources and networks provide an opportunity for students to imagine their possible futures. The provincial Career Education curriculum offers students the opportunity to pursue this journey in ways that are personally meaningful and goal-oriented (BC Ministry of Education).

Career Preparation Programs are important learning opportunities for students as they transition from secondary school to post-graduate learning, training and, eventually, careers. Career Preparation Programs including Work Experience (WEX), dual-credit courses and Youth Work in Trades (WRK) programs including Secondary School Apprenticeships and are governed by Work Experience Ministerial Order 237/11.

In the implementation of Career Preparation Programs, the standards for Ministry Work Experience and Youth Work in Trades programs must be upheld with an emphasis on work-site safety and student conduct.

**Procedures**

1. Work Experience

- 1.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, and the Work Experience Program Guide, the District authorizes participation in Work Experience programs for students who are fourteen (14) years of age or older.
- 1.2 Principals are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Ministry-Authorized Work Experience Courses.
- 1.3 As outlined in the Ministry of Education [Program Guide for Ministry-Authorized Work Experiences Courses](#), District staff, as assigned by the Superintendent, secondary principals and District educators are responsible for ensuring that all documentation is completed and filed.
- 1.4 Skills learned in all Work Experience placements must be related to a student's career focus and shall include hands-on work experience, job shadowing, and/or career mentoring at a standard work site, a non-standard community site created specifically for work experience or a career simulation.
- 1.5 All work experience students must be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Ministry- Authorized Work Experience Courses guidelines.



- 1.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the orientation by a supervising educator before a workplace placement commences.
  - 1.7 Students with special needs are to have access to all career education opportunities available to other students in the school they attend if one or more career objectives are identified in the student's Individualized Education Plan (IEP). Within the regular curriculum, accommodations for students with an IEP may include:
    - 1.7.1 Increased time for vocational training;
    - 1.7.2 Appropriate on-site supervision and support in the workplace; and,
    - 1.7.3 Specific and direct opportunities to increase work related skills.
  - 1.8 For students undertaking the Adult Graduation Certification, recognition of current or past work can be used for credit recognition through a prior learning assessment.
2. Youth Work in Trades
- 2.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, Youth Work in Trades Program Guide, the District authorizes students who are fifteen (15) years of age or older and in grades 10, 11 or 12 to participate in Youth Work in Trades programs.
  - 2.2 Youth Work in Trades educators are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Youth Work in Trades.
  - 2.3 Principals are responsible to ensure that, in accordance with Ministry guidelines all documentation is completed and filed as outlined in the [Youth Work in Trades Program Guide](#).
  - 2.4 Educators along with Employers/Sponsors must establish a training plan, as outlined in the District Career Preparation Program Guide, that articulates the skills and areas of knowledge to be developed, based on the program outline for the particular trade.
  - 2.5 The District Youth Work in Trades programs must be related to a student's career focus and be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Youth Work in Trades.
  - 2.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the mandatory orientation by a supervising educator before a workplace placement commences.



**QUALICUM SCHOOL DISTRICT**  
**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 508**  
**CAREER EDUCATION**

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**References:**

- [Board Policy 508: Career Education](#)
- [Sections 20, 22, 65, 75, 85 School Act](#)
- [Workers' Compensation Act](#)
- [Workers' Compensation Coverage Order OIC344/11](#)
- [Graduation Program Order M302/04](#)
- [Work Experience Order M237/11](#)
- [Program Guide for Ministry-Authorized Work Experiences Courses](#)
- [Youth Work in Trades Program Guide](#)
- [Special Education Services: A Manual of Policies, Procedures and Guidelines](#)

**Dates of Adoption/Amendments:**

Adopted: **2023.04.25**

Amended:



**EDUCATIONAL CHANGE DUE TO EMERGENCIES**

Page 1 of 2

**Context:**

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

**Policy Statement:**

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

**Guidelines:**

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

**Definitions:**

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





## QUALICUM SCHOOL DISTRICT

### BOARD POLICY 509

#### EDUCATIONAL CHANGE DUE TO EMERGENCIES

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#### References:

- [Administrative Procedures to Board Policy 509: Educational Change Due to Emergencies](#)
- [BC Government PreparedBC Guides & Resources](#)

#### Dates of Adoption/Amendments:

Adopted: 2020.11.14

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 Qualicum School District 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 Qualicum School District.
- 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.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 509

EDUCATIONAL CHANGES DUE TO EMERGENCIES

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- 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:**

- [Board Policy 509: Educational Change Due to Emergencies](#)
- [BC Government PreparedBC Guides & Resources](#)

**Dates of Adoption/Amendments:**

Adopted: 2020.11.24

Amended: **2022.10.25**



**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, the lives of others, and the outside world positively reflected in the curriculum through resources.
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 view the resources. 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.



- [Focused Educational Resources](#): is a non-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.
- [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.
- [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.

**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: **2024.05.28**

Amended:



DUTY OF FIDELITY TO THE EMPLOYER

Page 1 of 2

**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 **public** statements or performing actions that undermine other staff, **supervisors**, **their employer or the Board of Education**.

**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 publicly 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.**





## QUALICUM SCHOOL DISTRICT

### BOARD POLICY 605

#### DUTY OF FIDELITY TO THE EMPLOYER

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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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