



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

**MONDAY, APRIL 14 , 2025
1:00 P.M.
VIA VIDEO CONFERENCING**

[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

3. BYAWS/POLICIES POTENTIALLY GOING TO FIRST READING

(Review re: Intent, philosophy and edits)

- | | | |
|----|---|---------|
| a. | Board Policy 604: Workplace Bullying and Harassment | p 1-11 |
| b. | Board Policy 703: Student Fees and Subsidies | p 12-14 |
| c. | Board Policy 101: Projects – Tendering, Purchase and Disposal | p 15-20 |

4. BYLAWS/POLICIES POTENTIALLY GOING TO SECOND READING

- | | | |
|----|--|---------|
| a. | Board Policy 600: Personnel | p 21-22 |
| b. | Board Policy 602: Exempt Staff Supplementary Employee Benefits | p 23-24 |

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

(Final review including input on Administrative Procedures)

- | | | |
|----|--|---------|
| a. | Board Bylaw 3: Meetings of the Board of Education | p 25-34 |
| b. | Board Policy 500: Communicating Student Learning | p 35-39 |
| c. | Board Policy 502: Field Experiences (Trips) | p 40-46 |
| d. | Board Policy 504: Copyright and Intellectual Property | p 47-49 |
| e. | Board Policy 507: Programs of Choice and Specialty Academies | p 50-52 |
| f. | Board Policy 606: Respectful Workplace | p 53-56 |

6. FUTURE TOPICS

- | | |
|----|-----------------------|
| a. | 700 Series for Review |
|----|-----------------------|

7. NEXT MEETING DATE

Tuesday, May 20, 2025 at 1:00 p.m. via video-conferencing



WORKPLACE BULLYING AND HARASSMENT

Page 1 of 2

Context

The Board of Education of Qualicum School District recognizes the right of employees and students to work and learn in an environment free from bullying and harassment. The District has an obligation to prevent and address workplace bullying and harassment. This obligation is reinforced by legislation, contractual language and forms the basis of all relationships in our District.

Policy Statement

The Board considers bullying and harassment in any form to be totally unacceptable and will not tolerate its occurrence. ~~The Board believes that in diversity there is strength.~~

The Board believes and is committed to:

1. ensuring that all individuals will be treated in a fair and respectful manner;
2. encouraging full acceptance and valuing diversity; and,
3. treating any claim of bullying or harassment as serious and taking immediate action.

Guiding Principles

1. The Board recognizes the rich diversity of Canadian Society and the benefits which diversity brings to all members of our community;
2. All individuals must be treated with dignity and respect;
3. All personnel **employees** must be effectively trained to understand, identify, and take appropriate action when bullying or harassment is reported.
4. ~~Bullying and harassment excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.~~

Scope

This policy applies to all regular, temporary and casual employees. Students are not covered by this policy as those expectations are covered in the Board's Safe, Caring and Inclusive Schools Policy and by school codes of conduct.

Definitions

~~Bullying and harassment may include any inappropriate conduct or comment by a person towards a worker that causes the worker to be humiliated or intimidated.~~

~~Bullying/harassment may occur in any interpersonal, written or electronic communications.~~

~~To be considered bullying, there must be an imbalance of power between the parties, which may be a result of reporting structure, social currency, or physicality. To be considered harassment, the behaviours must be both unwanted and ongoing.~~



QUALICUM SCHOOL DISTRICT

BOARD POLICY 604

WORKPLACE BULLYING AND HARASSMENT

Page 2 of 2

References:

- [Administrative Procedures to Board Policy 604: Workplace Bullying and Harassment](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [Board Policy 606: Respectful Workplace](#)
- [WorkSafeBC - Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- [Occupational Health and Safety Regulation \(Sections 115 to 117\)](#)
- [Workers' Compensation Act \(Action 150\)](#)
- [MATA Collective Agreement Article E.2](#)
- [CUPE Collective Agreement Article 4.3](#)

Dates of Adoption/Amendments:

Adopted: 1985.07.11

Amended: 1991.06.11: 1991/09.10: Review October 2000: 2000.12.19: 2008.03.11:
15.11.24: 2017.06.27: **2021.11.23**



Purpose

To ensure that all persons covered by these procedures are aware of **what constitutes bullying and harassment**, their duties regarding bullying and harassment in the workplace, **and potential outcomes if they engage in these behaviours as per [Policy 604: Workplace Bullying and Harassment](#)**.

Responsibilities

It is the District's expectation that all persons covered by these procedures, will comply with the District's policies and procedures, and are required to:

- a. refrain from engaging in bullying and harassment of other employees, supervisors, the employer or persons acting on behalf of the employer
- b. [report](#) occurrences of bullying and harassment observed or experienced in the workplace
- c. apply and comply with the District's policies and procedures on bullying and harassment
- d. participate in training sessions and/or annual reviews (MATA Members also refer to Collective Agreement Article E.2.6.)

Definition of Bullying and Harassment

Bullying and harassment may include any inappropriate conduct or comment by a person towards a worker that causes the worker to be humiliated or intimidated.

Bullying/harassment may occur in any interpersonal, written or electronic communications.

To be considered bullying, there must be an imbalance of power between the parties, which may be a result of reporting structure, social currency, or physicality. To be considered harassment, the behaviours must be both unwanted and ongoing.

MATA Members also refer to Collective Agreement Article E.2.2.

~~WorkSafeBC OHS Definition of Workplace Bullying and Harassment~~

~~Bullying and harassment includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause the worker to be humiliated or intimidated, but excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.~~

~~MATA Members also refer to Collective Agreement Article E.2.2.~~

Bullying and Harassment may include, but is not limited to:

- a. verbal aggression or insults; calling someone derogatory names;
- b. vandalizing personal belongings;
- c. sabotaging someone's work;



WORKPLACE BULLYING AND HARASSMENT

- d. spreading malicious gossip or rumours;
- e. engaging in harmful or offensive initiation practices or hazing;
- f. physical or verbal threats (this could also constitute “violence” or “improper activity or behaviour” under the Regulation;
- g. making personal attacks, based on someone’s private life and/or personal traits;
- h. making aggressive or threatening gestures;
- i. any comment, look, suggestion, physical contact, or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient;
- j. any circulation or display of visual material of a sexual nature that has the effect of creating an uncomfortable working environment;
- k. an implied promise of reward for complying with a request of a sexual nature;
- l. misuse of power or authority as intimidation, threats, coercion and blackmail;
- m. reprisal or a threat of reprisal made by a person in authority after a sexual advance is rejected;
- n. cyber-bullying – the sending of derogatory or threatening messages to either the Complainant or others about the Complainant through email, text messaging, social networking, and websites or sharing personal and confidential messages or images.

Repetition is not always a necessary element in harassment; however, the more innocuous the behaviour, the less likely a reasonable person would consider the behaviour harassment if it only happened a few times. Serious allegations, however, even if the action only occurred once, can be considered harassment.

Bullying and Harassment is not:

- a. expressing differences of opinion;
- b. offering constructive feedback, guidance, or advice about work-related behaviour and performance;
- c. **any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment;**
- d. making a legitimate complaint about someone’s conduct through established procedures.

Definition of Workplace

For the purpose of these procedures, the workplace includes locations where activities related to the business of the District take place. These include:

- a. activities within offices, staff rooms, classrooms, lunch rooms and other District property;
- b. events associated with and including extra-curricular activities;
- c. situations outside of District operated premises, such as field trips, work-related conferences, training sessions, travel, community events or social gatherings; and,



- d. activities in other locations where workplace bullying and harassment may have a subsequent impact on the work relationship, performance or environment.

Bullying and Harassment Reporting and Investigation Procedure

The Complainant (person who considers that they have been subjected to bullying or harassment) can choose how to respond to workplace bullying or harassment in accordance with the [HR Procedure for Bullying and Harassment Reporting and Investigation Procedure](#).

If an employee feels that the District has not taken reasonable steps to address and resolve a reported incident of bullying and harassment, they can contact the [WorkSafe BC Prevention Information Line](#) to discuss the incident with a prevention officer. If the matter is still not resolved after reporting an incident of bullying and harassment to the District and speaking to a prevention officer, an employee can submit a [Bullying and Harassment Questionnaire to WorkSafe BC](#).

Employment Consequence of Engaging in Harassment

Employees who engage, directly or indirectly, in bullying or harassment may be disciplined up to and including dismissal.

No Reprisals

For the purposes of these procedures, “reprisal” against an individual will be treated as harassment when such actions occur for:

- a. **invoking these procedures (whether on behalf of oneself or another individual);**
- b. **participating or co-operating in any inquiry under these procedures; or,**
- c. **associating with a person who has invoked these procedures or participated in these procedures.**

Counselling

The District’s Employee Family Assistance Program (E.F.A.P.) is available to all employees and the employee’s immediate families and offers counselling and resource assistance on a voluntary and confidential basis.

References:

- [Board Policy 604: Workplace Bullying and Harassment](#)
- [Board Policy 700: Safe, Caring and Inclusive School Communities](#)
- [Board Policy 606: Respectful Workplace](#)
- [WorkSafeBC - Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- [Occupational Health and Safety Regulation \(Sections 115 to 117\)](#)
- [Workers’ Compensation Act \(Action 150\)](#)
- [MATA Collective Agreement Article E.2](#)
- [CUPE Collective Agreement Article 4.3](#)
- Reporting and Investigation Procedure
- [Bullying and Harassment Complaint Form](#)



QUALICUM SCHOOL DISTRICT
ADMINISTRATIVE PROCEDURES TO BOARD POLICY 604
WORKPLACE BULLYING AND HARASSMENT

Page 4 of 4

- [HR Procedure – Reporting and Investigation of Workplace Bullying and Harassment](#)

Dates of Adoption/Amendments:

Adopted: 1985.07.11:

Amended: 1991.06.11: 1991.09.10: 2000.12.19: 2008.03.11: 2015.11.24: 2017.06.27:
2022.11.22



**REPORTING AND INVESTIGATION OF WORKPLACE
BULLYING AND HARASSMENT**

PURPOSE

1. The purpose of this document is to provide a clear procedure for the reporting and investigation of incidents and complaints as per [Policy 604: Workplace Bullying and Harassment](#).

REPORTING PROCEDURE

2. The Complainant (person who considers that they have been subjected to bullying or harassment) may wish to seek guidance or counselling from their Supervisor, Director of Human Resources (or designate) or Union Representative to discuss the situation and how it might be resolved. Since advice only is being sought at this stage, names need not be disclosed.
3. These procedures contain three (3) steps, which are outlined below. In most instances, the complaint will be advanced through the Steps outlined below. However, in some instances, Step 1 may be bypassed and the complaint can be initiated at Step 2.
4. All parties involved in a complaint agree to deal with the complaint expeditiously; however, timelines set out in this procedure may be subject to variation by a Representative of the District, after consultation with the parties and the party's Union Representative, if applicable. MATA Members also refer to Collective Agreement Article E.2.3.

Step 1 - Speak Up

5. The Complainant must record the details surrounding the incident(s) including times, dates, places, people involved, names of witnesses, if any, what was said or done, and circumstances surrounding the incident(s).
6. The Complainant is encouraged to bring the matter to the attention of the Respondent (person responsible for the comment or conduct) calmly, but firmly, making a direct and clear objection indicating that the comment or conduct is not acceptable, is unwelcome, will not be tolerated and must stop.
7. The Complainant may choose to do this alone or accompanied by a representative of the complainant's choice (such as their Supervisor, Director of Human Resources, or a Union Representative).
8. It is important that both the Complainant and Respondent document any communication they have regarding a bullying or harassment complaint.
9. Before proceeding to Step 2, the Complainant may choose to either correspond with or approach their Supervisor, Director of Human Resources, or Union Representative to report their complaint and to discuss potential means of resolving the complaint or to request assistance in resolving the matter.
10. A resolution may be attempted using the Informal Resolution Process. As part of this process:
 - all discussions will be solely an attempt to mediate the complaint;
 - any and all discussions will be completely off the record and will not form part of any record;



**REPORTING AND INVESTIGATION OF WORKPLACE
BULLYING AND HARASSMENT**

Page 2 of 5

- only the Complainant, Respondent, and Supervisor (Principal in the case where the Complainant and Respondent are both BCTF members) would be present at such meetings; and,
 - no discipline of any kind would be imposed on the Respondent.
11. Where the Complainant and Respondent are both BCTF members, the BCTF and its locals, will not invoke the notice of investigation and other discipline provisions of the collective agreement at meetings.
 12. If the matter is resolved to the Complainant's satisfaction under Step 1, the matter is deemed to be resolved. The resolution will be written up and signed by both parties as confirmation that an agreement was reached. Only the Complainant and the Respondent will have copies of the resolution, and no other copies of the resolution will be made.
 13. In the circumstances where a Respondent has acknowledged responsibility, the Supervisor may advise a Respondent of the expectations of behaviour in a neutral, circumspect memo. Such memo will be non-disciplinary in nature and shall not form part of any record. Only the Respondent shall retain a copy of the memo. That the memo was sent can be referred to as proof that the Respondent had been advised about the standard of conduct.

Step 2 – File a Complaint

14. The Complainant may find it necessary to deal with the complaint at Step 2:
 - if the Complainant does not feel comfortable talking to the Respondent;
 - if the Complainant is not satisfied with the result of the initial contact with the Respondence; or if,
 - if the bullying or harassment continues.
15. To initiate the Step 2 process, the Complainant is required to complete the [Bullying and Harassment Complaint Form](#) and submit it along with any other supporting documentation, to the Director of Human Resources or designate. The complaint should include specific incident(s) which have taken place in the workplace and meet the definition of bullying and harassment.
16. The Director of Human Resources or designate will review the particulars of the complaint (further particulars may be requested from the Complainant). Upon the conclusion of such a review, the Director of Human Resources or designate shall:
 - determine whether to proceed with an investigation of the complaint and appoint an investigator; or,
 - recommend mediation or other alternative disputes resolution processes to resolve the complaint.
17. Should the complainant not agree with the process recommended by the Employer, an investigation will be initiated.



**REPORTING AND INVESTIGATION OF WORKPLACE
BULLYING AND HARSSMENT**

Page 3 of 5

18. The Respondent cited in a complaint shall be provided with notice of the mediation or investigation, in writing and shall be provided with a copy of the Complainant's filed by the Complainant within three (3) working days of the submission. The Director of Human Resources or designate is responsible for ensuring that the Respondent receives a copy of the written complaint.
19. The Director of Human Resources or designate will inform both the Complainant and the Respondent in writing, with a copy to the Union (if applicable), of the following:
 - that they have the right to representation during any discussions or meetings held during the process; and,
 - notice of mediation or investigation.
20. In the event the Superintendent of Schools is involved either as the Complainant or Respondent, the complaint shall, at the Complainant's discretion, be immediately referred to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 of these procedures and report to the Board.

Step 3 – Investigation

21. A representative of the District will investigate the complaint of bullying or harassment. The Director of Human Resources may appoint an independent investigator.
22. The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of bullying and harassment. The Complainant may request that the investigator shall be of the same gender as the Complainant and where practicable the request will not be denied.
23. The investigator will collect evidence by interviewing the Complainant and Respondent (separately), interviewing any witnesses, and otherwise investigating all aspects of the matter which are relevant in determining whether the allegations of bullying or harassment are substantiated.
24. The Investigator must keep confidential and comprehensive notes of all meetings.
25. The investigation shall be conducted as soon as is reasonably possible and shall be completed in twenty (20) working days unless otherwise agreed to by the parties. Such agreement will not be unreasonably withheld.
26. Both the Complainant and the Respondent have the right to representation during any discussions or meetings held during the process and shall be advised of this right by the investigator.
27. Notwithstanding either party's refusal to co-operate in an investigation, the District may deem it necessary to follow the complaint procedure through to completion.
28. The Employer will advise the Complainant and the Respondent, in writing, of the results of the investigation and any actions that may be taken in the matter. The specific details of any



**REPORTING AND INVESTIGATION OF WORKPLACE
BULLYING AND HARASSMENT**

disciplinary action will only be provided to the employee who is to be disciplined and their Union, if applicable.

29. Depending on the outcome of the investigation, a decision regarding rehabilitative or disciplinary action for the Respondent and/or the Complainant may include, but is not limited to:
- counselling;
 - education on Bullying and Harassment (e.g. training or awareness sessions);
 - formal written apology;
 - change of work assignment of the Complainant and/or Respondent;
 - verbal warning;
 - written warning;
 - suspension or dismissal.
30. If disciplinary action is required, a copy of any disciplinary correspondence will be placed in the employee's personnel file.

Human Rights Code/Criminal Code/Grievance Procedure Reference

31. Filing a complaint under these procedures is not intended to preclude rights under the Collective Agreement, BC Human Rights Code, Criminal Code of Canada or other avenues of redress open under the law.
32. The investigation procedures should not be invoked or pursued at the same time as a parallel complaint before the BC Human Rights Tribunal or if a grievance remains outstanding. While such proceedings are taking place, the procedures outlined here will be suspended and may be superseded, where appropriate.

Confidentiality

33. The Complainant and the Respondent and any witnesses interviewed in an investigation are to maintain strict confidentiality about the complaint.
34. All records of the complaint filed at Step 2, including contents of meetings, interviews, results of inquiries and other relevant material will be kept confidential, except where disclosure is required by a disciplinary or other remedial process or required by operation of law or as a consequence of contemplated or actual litigation. Records will be stored in a secure file in the Human Resources Department.

Reporting Time Frame

35. Any complaint must be filed within a reasonable time following the occurrence of the triggering incident. The Board adopts a six (6) month time frame and may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six (6) months before the complaint was filed.



**REPORTING AND INVESTIGATION OF WORKPLACE
BULLYING AND HARSSMENT**

Page 5 of 5

36. Where a reasonable circumstance exists for failing to bring the complaint forward within six (6) months and the delay would not result in any prejudice to the Respondent, a complaint may be accepted beyond the six (6) month limit.

Complaint Withdrawal

37. The Complainant may choose to withdraw the complaint at any stage. However, the District may be obliged under these procedures, to continue the inquiry into the complaint and to take whatever remedial action it deems appropriate, or refer the matter to another process or procedure.

References

- [Board Policy 604: Workplace Bullying and Harassment](#)
- [Board Policy 606: Respectful Workplaces](#)
- [Bullying and Harassment Complaint Form](#)
- MATA Collective Agreement Article
- CUPE Local 3570 Collective Agreement Article
- [WorkSafe BC Towards a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- [Occupational Health and Safety Regulation](#) (Sections 115 to 117)
- [Workers' Compensation Act](#) (Action 150)



Context

The School Act S82 and S168 (2) (j) governs school related fees and rentals. Board of Education Fees (Ministerial Order M236/07) and Provincial Fees (Ministerial order M140/89) further explains fees and rentals related to graduation from schools in B.C.

Policy Statement

The Board will charge fees as needed in full compliance with the School Act and Ministerial Orders. No student will be denied access to a program, course or class that is required for graduation because they cannot afford the fee.

Guiding Principles

The Board believes that:

1. Every student has a right to complete a graduation program.
2. Any fees charged will be on a cost recovery basis.
3. A monthly boarding subsidy may be provided to families of eligible students to assist with the costs associated with living away from home while pursuing graduation in a School District 69 school.

References:

- [The School Act Sections 82 and 168](#)
- Ministerial Orders [236/7](#) and [140/89](#)
- [Administrative Procedures to Board Policy 703: Student Fees and Subsidies](#)

Dates of Adoption/Amendments:

Adopted: 1979.07.01

Amended: 1984.07.04: 1988.02.14: 1988.12.21: 1990.08.29: 1991.09.24: 1991.12.17:
1995.09.26: 1999.03.23: Reviewed 2005.09.19: 2010.02.23: 2018.02.27:
2022.05.24



ADMINISTRATIVE PROCEDURES to BOARD POLICY 703

STUDENT FEES AND SUBSIDIES

Page 1 of 2

Schools in which any student fees are to be levied must present their fee schedule to the Superintendent for approval by May 15 of each school year. Prior to June 30 each year, the Superintendent will present a schedule of fees for each school for Board approval.

Prior to the submission of the fee schedule to the Superintendent each school must present the proposed full fee schedule to the Parent Advisory Council of the school for consultation regarding the appropriateness and amount of the fees to be charged.

Each school must annually establish and communicate to parents/caregivers the procedures to facilitate participation by any student who would otherwise be excluded from, or experience hindered access to, a program, class or course. **All requests for funds to parents/caregivers must include a link to those procedures.**

In general, the Board permits schools to charge the following types of fees to students provided that the above conditions are met by schools:

- Schools may charge for, or request that parents/caregivers provide for students, personal supplies and equipment which school do not typically provide, such as: writing tools, notebooks, binders, gym wear, basic art supplies, basic calculator, student planners and other supplies for a student's personal use.
- The rental or purchase of musical instruments for a student's personal use. No student will be denied participation in the instrument music program because of inability to pay for the rental of an instrument. Such cases will be determined by the teacher in consultation with the Principal of the school.
- Schools may charge students a returnable deposit for the use by students of school or district equipment or learning resources which are expected to be returned by students after use.
- Fees may be charged for optional school special events, clubs, sporting and social activities which are not regulated by the *School Act* and which are not essential to the educational curriculum of the school. The Board expects schools to be sensitive to the issue of student/family financial hardship in making decisions to sponsor or organize extra-curricular activities.
- Fees may be charged for optional field trips which are not essential to the educational curriculum. If such field trips occur during the normal operating hours of the classroom, the Board requires that students who do not participate in the optional field trip will be provided with quality alternative educational experiences.
- Fees may be charged where students opt to use materials of superior quality - for example, in a shop class - provided that all students have the option of selecting materials of satisfactory quality without charge.
- Fees may be charged for specialty academies in accordance with Specialty Academy provisions of the *School Act*.



- Students in “trades programs” (as defined in the School Act) may be required to provide their own tools, equipment and materials, or the Board may charge fees for the purchase or rental of these items as per the *School Act*.
- **Requests for Indigenous targetted funding and First Nations Band funding should be limited to enhancement activities which are in addition to those experienced by the general student population.**

References:

- [The School Act Sections 82 and 168](#)
- Ministerial Orders [236/7](#) and [140/89](#)
- [Administrative Procedures to Board Policy 703: Student Fees and Subsidies](#)

Dates of Adoption/Amendments:

- Adopted: 2018.02.27
- Amended: **2022.05.24**



Context:

The Board has a responsibility to carefully manage public funds and therefore requires fair and transparent processes be implemented and regularly reviewed to ensure best value.

Policy Statement:

The Board requires purchases and disposals be made with consideration of best value. When the value of a purchase is such that the tendering process is administratively justifiable, tenders will be awarded on a competitive basis.

Guiding Principles:

1. All tendering, purchase and disposal will be based on the following priority list:
 - a) Environmental impact including local sourcing
 - b) Best value including cost, quality, servicing, maintenance, life span and sourcing locally.
 - c) Supply, both short and long-term
 - d) Disposals will be based on fair market value

References:

- [Administrative Procedures: Projects: Tendering, Purchase and Disposal](#)

Dates of Adoption/Amendments:

Adopted: 16.08.31

Amended: 2020.09.22: **2022.10.25**



QUALICUM SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

Page 1 of 5

Purpose

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

Authority

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

General Guidelines

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

Purchasing Decision Matrix				
	Determination of Supplier		Payment Process	Approver
	Quote	Tender		
<\$2,000	N	N	Purchasing Card/Expense Claim with Receipts	Local
>\$2,000	Verbal	N	Invoice	Local
> \$5,000	Written	N	Invoice	Local
> \$10,000	Written	N	Invoice	Secretary Treasurer or designate
>\$50,000	N/A	Non-Advertised	Non-Advertised Tender	Secretary Treasurer or designate
>\$100,000	N/A	Public	Public Tender or Request for Proposal	Secretary Treasurer



QUALICUM SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

Page 2 of 5

Use of Requisitions (Requests for Purchase Orders)

At the request of suppliers, or as deemed required, purchase orders may be provided as a legally binding agreement to place an official order of supplies and/or services. A purchase order with an authorized signature is authority to purchase on behalf of the Qualicum School District.

Authorized signatories include School Principals, Department Managers, and Senior Managers operating within the scope of their budget authority and ensuring sufficient funds exist.

Exceptional Circumstances

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

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

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

Opening of Tenders

1. The Board shall be made aware of all tender closings.
2. The Board shall be represented at the opening of tenders by the consultant, if applicable, Secretary Treasurer or designate, and the Properties Department designated contact person.
3. Criteria for selection will be as per Board Policy 101.
4. The consultant shall submit a written recommendation regarding the award of contract within forty-eight hours following the close of tenders.
5. The lowest qualified tender received, that is supported by a recommendation from the consultant and meets criteria in Board Policy 101, shall form the contract, providing that it is within the budget approved.
6. Tenders funded from a Capital Plan must receive Ministry of Education and Child Care approval.
7. To award a contract to other than the low bidder, it must first be approved by the Board and supported by a written recommendation from the Secretary Treasurer or designate, giving full justification for the recommendation.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

Withdrawal of Tenders

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

Revisions of Tenders

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

Awarding of Tender

- a. This tender will be irrevocable for a period of sixty (60) days from tender closing time. The lowest or any tender will not necessarily be accepted.
- b. The completed tender document, terms, conditions, instructions, specifications and any attachments shall become part of any contract entered into between the successful bidder and Qualicum School District.
- c. The right is reserved to reject any or all tenders and to waive any minor informalities or irregularities in tenders received.
- d. This tender, if awarded, may be in whole or in part and Qualicum School District, reserves the right to award this tender to multiple bidders. In the event of funding difficulties, some areas or schools may be eliminated in order to meet budget constraints.
- e. Criteria for award or rejection of this tender may include but not be limited to the following: price stated, total cost implication, product quality, references, past performance and the demonstrated ability and personnel to fulfill the requirements of the tender.

Disposal of Capital Assets

1. Prior to disposing of any land, buildings, leases, rights-of-way and easements, the Board shall in each such case:
 - a. consider the future educational needs of the school district and the effect of the disposal of same.
 - b. dispose of the land, building, lease, right-of-way or easement by public meeting or public tender with or without accepting any offers or the highest offer;
 - c. dispose of the land, building, lease, right-of-way or easement at the fair market value.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

2. Fair market value in the disposal of any land, building, lease, right-of-way or easement shall be determined by a professional appraisal obtained at the direction of the Board and consideration for such value may be comprised of cash, trade, barter or otherwise.
3. The Board shall pass a bylaw authorizing the disposal of any land, building, lease, right-of-way or easement authorizing the disposal of same prior to the disposal.
4. Once the Board has disposed of any land, building, lease, right-of-way or easement, the Board shall provide the Minister of Education and Child Care with:
 - a. a copy of the authorizing bylaw; and
 - b. written notification of the disposition and allocation of the proceeds of the said sale as required under Section 100 (2) of the *School Act*.

Disposal of Surplus Material

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

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

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

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

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

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

Disposal of Surplus School Buses

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

Only if a surplus school bus cannot be traded to bus dealers, any alternating flashing lamps and any stop arm fitted to the school bus must be removed and all school district identification, any



QUALICUM SCHOOL DISTRICT

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 101

PROJECTS: TENDERING, PURCHASING AND DISPOSAL

Page 5 of 5

School Bus lettering and the warning signs associated with the alternating flashing shall be removed prior to any surplus school bus being offered for public tender.

References:

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

Dates of Adoption/Amendments:

Adopted: 16.08.31

Amended: 2020.09.22: 2022.10.25: **2023.05.23**



Context:

~~Schools are learning environments that are focused on producing educated citizens. As modelling is one of the most powerful tools in learning, positive treatment of personnel is central to any school district.~~

The Qualicum School District is focused on improving outcomes and producing educated citizens as per the Ministry of Education and Childcare's mandate and District Strategic Plan. The District takes pride in being a good employer and valuing our employees. As an effective organization, we rely on positive and appropriate personnel practices and interactions, and believe the modelling of these qualities is an important tool in a healthy and productive learning environment.

Policy Statement:

The Board of Education will seek to develop and maintain a positive, healthy and productive climate for all employees at all sites within the district.

Guiding Principles:

The Board believes that:

1. Members of MATA, CUPE, QDPVPA and exempt staff are valuable contributors to the achievement of our students and we encourage their input in decision making.
2. The physical, emotional, and intellectual health of all personnel must be maintained in balance with the health and welfare of our learners.
3. All personnel will be fairly and properly reimbursed for legitimate expenses related to their positions.
4. In order to support and improve performance and productivity, all personnel will be subject to a performance review process in keeping with contractual language and contracts of employment.
5. Positive recognition of personnel shall be on-going with specific acknowledgement by the Board of long-term service and retirement from the district.
6. Because employee input is valued, exit interviews should be offered to employees who are leaving the employ of the district.

Definitions:

- Long-term service is marked when an employee reaches 10/20/30 years of service in the district.
- Appropriate records checks are defined through police services. Criminal Records and Vulnerable Sector Checks are examples.

References:

- [Board Policy 302: Communities and Volunteers' Involvement in our School District](#)
- [Criminal Records Review Act](#)
- [Mount Arrowsmith Teachers' Association \(MATA\) Collective Agreement](#)
- [Canadian Union of Public Employees \(CUPE\) Local 3570 Collective Agreement](#)



QUALICUM SCHOOL DISTRICT

BOARD POLICY 600

PERSONNEL

Page 2 of 2

• ~~Qualicum School District Employee Handbook (Internal Document for Employees)~~

Dates of Adoption/Amendments:

Adopted: 2021.09.28

Amended: 2022.11.22: **2023.11.28**



EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Page 1 of 1

Context

For employees moving from teaching into exempt positions (principals, vice-principals, district management staff) supplemental employment benefits (SEB) are lost. This means that even when responsibility is increased, benefits are decreased. This situation causes an unjust inequity, most notably in the area of maternity or parental leave top-up.

Policy Statement

All exempt staff will receive supplemental employment maternity/parental benefits (SEB) matching the language of the board/MATA collective agreement.

Guiding Principles

The Board believes that:

1. A respectful, fair and equitable climate must be created, nurtured and maintained in all working and learning spaces.
2. Benefits should not be subtracted when moving to a position of greater responsibility.

References:

- [Administrative Procedures to Board Policy 602: Exempt Staff Supplementary Employment Benefits](#)
- [MATA Collective Agreement Articles: G.21.2 Extended Maternity Leave/Parental Leave, G.21.7 Supplemental Employment Benefits on Short Term Parental Leave, and G.21.9 Eligibility for SEB Plans](#)

Dates of Adoption/Amendments:

Adopted: **2021.02.23**

Amended:



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 602
EXEMPT STAFF SUPPLEMENTARY EMPLOYMENT BENEFITS

Page 1 of 1

Purpose

These administrative procedures are designed to support Policy 602: *Exempt Staff Supplementary Employment Benefits*, and build from the Board of Education's support for employees in exempt positions receiving supplementary employment maternity/parental benefits matching the language of the Board/MATA collective agreement.

District Procedures

1. Senior staff will ensure that the Board is enrolled in a Supplementary Employment Benefit (SEB) Plan agreement with the Employment Insurance Commission in respect of maternity and parental payments.
2. All School District 69 exempt staff are eligible to access benefits under this policy, including any on EI-supported maternity or parental leaves at the time of adoption of this policy.
3. The school district will abide by the requirements of the Employment Standards Act in regard to any employee who applies for, is on, or is returning from maternity or parental leave.

Expectations of Exempt Staff

4. For an exempt staff member to qualify for SEB under this policy, they will be required to:
 - a. Apply for and receive a leave of absence for maternity or parental reasons;
 - b. apply for and receive EI benefits for at least the period of time contemplated by SEB; and,
 - c. apply to the school district for SEB under the terms of this policy and administrative procedures.
5. SEB provisions will apply to the exempt staff member in keeping with Articles G.21.2 (maternity), G.21.8 7 (parental) and G.21.40 9 (eligibility).
6. Any exempt staff member in receipt of SEB may only access maternity or parental SEB, not both.

References:

- [Board Policy 602: Exempt Staff Supplementary Employment Benefits](#)
- [MATA Collective Agreement Articles: G.21.2 Extended Maternity Leave/Parental Leave, G.21.7 Supplemental Employment Benefits on Short Term Parental Leave, and G.21.9 Eligibility for SEB Plans](#)

Dates of Adoption/Amendments:

Adopted: **2021.02.23**

Amended:



PURPOSE:

To set out the structure of meetings and rules for the conduct of meetings that will allow each Trustee to be heard and make informed decisions

I. RULES OF ORDER

1. Where these rules are silent and where not inconsistent with these Rules, *Robert's Rules of Order* shall apply to the conduct of meetings.
2. The Board may adopt a procedural Rule for one or more meetings by resolution of a simple majority of the Trustees present at the meeting. A Rule other than the requirement for notice of meetings may be suspended by unanimous consent of the Trustees present.
3. The Rules may be amended by Bylaw only, at a meeting of which notice of intention to propose the amendment has been given at the previous meeting.
4. The presiding officer's ruling on a point of order shall be based upon Rules of Order as stated in paragraph (1) above.
5. An appeal of a ruling of the presiding officer shall be decided without debate by a majority vote of Trustees present. When an appeal is successful it does not necessarily set a precedent.
6. All questions shall be decided by a vote on the motion.
7. These Rules shall be applicable to all regular, special and in-camera meetings of the Board.

II. MOTIONS

1. Motions shall be phrased in a clear concise manner so as to express an opinion or achieve a result. All motions shall be stated in the positive. The preamble does not form part of a resolution when passed.
2. The presiding officer may divide a motion containing more than one subject if the presiding officer feels this would produce a fairer or clearer result and the same shall be voted on in the form in which it is divided.
3. No motion, other than to postpone consideration of a question, or a procedural motion, shall be repeated during the calendar year except by the reconsideration process. (See Item 7 below.)
4. All motions must be seconded in order that they may be recognized by the Board Chair and allow debate to proceed.
5. All motions shall be subject to amendment except the following:
 - a. Motion that the question be now put.
 - b. Motion for adjournment of debate or adjournment of a meeting.
 - c. Motion to table unless such a motion contains a date for further consideration of the matter tabled.



- d. Motion to refer to Committee.
- e. Motion to proceed to next business.

6. **Amendment**

An amendment to a motion does not require notice. Only one amendment to an amendment shall be allowed and this shall be dealt with before the amendment is decided. Amendments must be strictly relevant to the main motion and not alter in a material way or be contrary to the principle embodied in the main motion.

7. **Reconsideration**

A question may be reconsidered only if notice of a request for reconsideration has been given at the previous meeting and if reconsideration is approved by a two-thirds majority of the votes cast.

III. **REGULAR BOARD MEETINGS**

- 1. There shall be one regular meeting of the Board of Education held on the fourth Tuesday in each calendar month at 6:00 p.m. during the regular school year.
- 2. Meetings may be done via video-conference as determined by the Board, and when done so, will be recorded and posted on the Internet for up to one year.
- 2. Due to the winter and spring break periods, the regular Board meetings in December and March will be held on the second Tuesday of those two months.
- 3. During the summer months of July and August one regular meeting of the Board of Education shall be held on the last Tuesday in August at 6:00 p.m. No regular meeting will be held in July.
- 4. A quorum for all regular meetings shall be a majority of trustees holding office at the time.
- 5. At the appointed time for commencement of a meeting the presiding officer shall ascertain that a quorum is present before proceeding to the business of the meeting. If a quorum has not been made within one-half hour after the appointed time, the meeting shall stand adjourned until the next regular meeting date or until another meeting shall have been called in accordance with these bylaws.
- 6. All regular meetings of the Board shall be open to the public.
- 7. Improper conduct at meetings shall be dealt with as set out in *the School Act*. Any person deemed by the presiding officer to be guilty of improper conduct shall be expelled. The Board Chair may call a recess at their discretion.
- 8. The Secretary Treasurer or another employee designated by the Board must be present at the time that a decision of the Board is rendered and must record any decision.



9. The order of business at all regular meetings unless varied by resolution shall be as follows:
 - 1) Call to Order and Introductions
 - 2) Acknowledgement of Traditional Territory
 - 3) Adoption of the agenda
 - 4) Approval of the Consent Agenda
 - 5) Delegations/Presentations (10 minutes each)
 - 6) Public Questions and Comments (*related to agenda items*)
 - 7) Business Arising from the Minutes.
 - 8) Mount Arrowsmith Teachers' Association
 - 9) Canadian Union of Public Employees, Local 3570
 - 10) District Parents Advisory Council
 - 11) Action Items
 - 12) Information Items
 - 13) Finance and Operations Committee of the Whole Report
 - 14) Education Committee of the Whole Report
 - 15) Policy Committee of the Whole Report
 - 16) Reports from Representatives to Outside Organizations
 - 17) Trustee Items
 - 18) New or Unfinished Business
 - 19) Board Correspondence and Media
 - 20) Public Question Period (*on any topic*)
 - 21) Adjournment
10. A change to the prescribed order of business may be proposed by any trustee and shall require the consent of a simple majority without debate.
11. The agenda shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair and shall be posted on the district website on the Friday prior to the regular Board meeting.
12. An addition to the agenda of any item not listed requires the consent of a simple majority without debate.
13. Minutes of all regular meetings shall be kept by the Secretary Treasurer in accordance with the *School Act*.
14. Minutes of all regular meetings shall be communicated electronically upon ratification by the Board.

IV. IN-CAMERA BOARD MEETINGS

1. The Board of Education may meet in-camera for the following purposes:
 - a. To discuss matters of collective negotiations between the Board and School district staff.
 - b. To discuss acquisition, lease, sale or exchange of real property prior to completion.



- c. To consider information regarding appointment, employment, dismissal and personnel matters.
 - d. Legal opinions and or claims respecting the liability or interest of the Board.
 - e. Matters pertaining to individual students including conduct, discipline, suspension or expulsion.
 - f. Medical examiners or examinations and medical reports.
 - g. Matters pertaining to the safety, security or protection of Board property.
 - h. Such other matters as the Board may decide.
2. Attendees at the Board in-camera meetings will include all trustees, the Superintendent of Schools, the Secretary Treasurer, the Associate Superintendent, and, by invitation, other senior management staff in relation to specific agenda items, including operations, human resources, labour relations and legal matters.
3. Minutes of an in-camera meeting shall be kept in the same manner as a regular meeting, shall be approved by the Board in an in-camera meeting and ratified by the Board in regular meeting. The minutes of an in-camera meeting shall not be filed with the minutes of regular meetings. A Section 72 Report, as per *the School Act*, shall be made available to the public following approval by the Board.
4. An agenda, similar in format to that of a regular meeting, shall be prepared by the Secretary Treasurer and the Superintendent of Schools under the direction of the Chair. The proposed agenda shall be available at the Board office by noon of the day preceding the meeting.
5. The order of business at all in-camera sessions, unless varied by motion, shall be as follows:
 1. Call to order
 2. Adoption of the Agenda
 3. Approval of the Minutes
 4. Business Arising from the Minutes
 5. Personnel Items
 6. Action Items
 7. Information Items
 8. New or Unfinished Business
 9. Trustee Items
 10. Adjournment
6. All newly elected school trustees shall be invited to attend any in-camera Board meetings between the time of their election and the Inaugural Board Meeting.

V. SPECIAL MEETINGS

A special meeting of the Board of Education may be called by the Chair of the Board or, upon written request of a majority of the trustees, may be called by the Secretary Treasurer. No business other than that for which the meeting was called shall be conducted at the meeting. For public meetings, time for public comments and/or questions



will be included. Public comments/questions must be directly related to the topics on the special meeting agenda.

1. All reasonable steps shall be taken to notify each trustee 24 hours in advance of a special meeting.
2. In the event of crisis or catastrophe within the school district, all reasonable steps shall be taken to notify each trustee immediately of a special meeting.
3. The agenda shall be set by the Board of Education. The agenda shall be prepared by the Secretary Treasurer and/or the Superintendent of Schools under the direction of the Chair.
4. Special meetings may be held via video conference at the discretion of the Board, and at the discretion of the Board, recordings may be posted for a period of one year. Special public meetings focused on the Board's annual budget held via videoconference will typically be recorded and posted for up to one year, as will public budget presentations.

VI. DELEGATIONS

1. Delegations wishing to appear before the Board shall provide a request in writing to the Secretary Treasurer by 9:00 a.m., the Monday one week prior to a Board meeting. The exception will be for statutory holidays that fall on the third Monday of the month that will require the request from the delegation to be received by 9:00 a.m. on the Friday before the statutory holiday Monday. The request shall include the brief to be presented.
2. The Secretary Treasurer will advise the Board Chair of the request. The Board Chair, at the Board Chair's discretion, will rule whether the delegation will be heard by the Board. The period of time normally allocated to the delegation shall be ten minutes. The Secretary Treasurer will advise the delegation of the Board Chair's decision.
3. At the earliest opportunity following the Board's decision the Secretary Treasurer will contact the spokesperson of the delegation to advise the delegation of the Board's decision and subsequently, confirm the Board's decision in writing to the delegation.

VII. CONSENT AGENDA

1. The full agenda, including the consent items should be disseminated prior to the Board meeting along with copies of reports and back up materials so that Board members can do their due diligence prior to voting.
2. As the first item of business the Board Chair should ask if anyone wishes to remove an item from the consent portion of the agenda.



3. The Board Chair then asks for a motion to accept the consent agenda.
4. Once the motion has been received, the Board Chair opens the floor for any questions or discussion on the items remaining on the consent agenda. The understanding, though, is that the Board members have come prepared and, other than a quick point or question, they are comfortable voting for the items or they would have asked to have them removed.
5. If any items were removed from the consent agenda the Board Chair will determine where on the agenda those items will be discussed. Quickly reviewing the remaining items, the Board Chair will ask for any objections to the adoption of those remaining items. If none are offered all items on the consent agenda are considered to be passed.

What Belongs on the Consent Agenda?

Typical consent agenda items are routine procedural matters and decisions that are likely to be noncontroversial, including:

- Approval of minutes
- Reports for information only e.g. Enrolment Report
- Routine matters such as appointments to Committees
- Matters which do not appear to warrant a discussion
- Information from the Ministry of Education and Child Care or provincial organizations
- Status of Action Items

VIII. PUBLIC QUESTION PERIOD

1. The Board of Education encourages the participation of members of the public at each Regular Board Meeting.
2. Persons wishing to question the Board during the public question period should identify themselves.
 - a. Questions at a Regular Board Meeting may deal with any topic related to the Board's conduct of the schools.
 - b. Questions at Special Board Meetings must be related to the call of the meeting.
3. Questions asked by the public will, when possible, be answered immediately by the Board Chair or referred to staff members present for reply. Questions requiring investigation shall be referred to the Board Chair or administrative staff for consideration and later response.
4. A question period for the press will be provided after the meeting adjourns.

IX. BOARD STANDING COMMITTEES

1. The Board will operate within three Board Standing Committees, all of which will be Committees of the Whole:



MEETINGS OF THE BOARD
(Page 7 of 10)

- i. Education Committee of the Whole
 - ii. Finance and Operations Committee of the Whole
 - iii. Policy Committee of the Whole
2. The Board Chair will, on an annual basis, appoint the Chairperson of each of the Board's standing Committees.
3. Any matters considered by a Committee of the Board which have financial implications are to be referred to Finance and Operations Committee of the Whole for comment before the originating Committee brings the matter to the Board.
4. Board Standing Committee meetings will typically meet via videoconference, but will typically not be recorded or posted, with exceptions determined by the Board. **The dates and times for these meetings and whether or not the meetings will be recorded and posted will be determined by the Board annually, with these decisions made public prior to September 30th of each school year. Committee Chairs may bring forward change requests to the Board when exigent circumstances arise.**

Committee Chairs will be expected to provide committee meeting summaries at the subsequent regular meeting of the Board.

5. Education Committee of the Whole:

Mandate: To discuss and make recommendations to the Board on aspects of teaching, learning and educational equity. We will strive to have all students receive whatever they need to develop to their full academic and social potential and to thrive every day.

Membership: The Committee will consist of all five trustees, the Associate Superintendent, the Director of Instruction, the Superintendent of Schools, and as topics require, the Secretary Treasurer. The Associate Superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity.

Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Presentations will be scheduled and introduced by the Associate Superintendent, and will be of a duration that makes sense for that topic at that time, as determined by the Chair and Associate Superintendent. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus among trustees, with the Chair being the final arbiter of the decision.

6. Finance and Operations Committee of the Whole:



Mandate: To discuss and make recommendations to the Board on financial, facilities, maintenance, technology and transportation matters with a view to environmental sustainability.

Membership: The Committee will consist of all five trustees, the Secretary Treasurer, the Superintendent, the Director of Operations, and as topics require, the Associate Superintendent. The Secretary Treasurer will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity.

Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the Secretary Treasurer, with support from the Director of Operations for matters related to facilities, maintenance, technology and transportation. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair will then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus between the trustees, with the Chair being the final arbiter of the decision. From time to time the Finance and Operations Committee would have to operate in camera.

This Committee will also serve as the Audit Committee of the Board. In that capacity the Committee will:

- a. Review the audited financial statements and once satisfied recommend approval by the Board of the submission to the Minister of Education and Child Care and publication of the audited statements;
- b. Review the Statement of Financial Information, specifically the compensation and expenses for employees;
- c. Oversee the internal control structure with a focus on safeguarding district assets;
- d. Review audit results with the external auditors and follow up on the implementation of the auditor's letter of recommendations;
- e. Review the nature and extent of other services provided by the auditor in relation to auditor independence;
- f. Monitor the development of and changes to accounting principles and practices and financial reporting standards, and their impact on the school district's financial reporting;
- g. Oversee engagement of external auditors including the terms of the audit engagement and appropriateness of proposed fees;
- h. Meet as necessary with the external auditors at an in camera meeting, without staff members present;
- i. Meet annually with the external auditor to review the financial statements;
- j. Have a separate agenda and terms of reference which reflect best practice for audit Committees.

7. Policy Committee of the Whole:



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

Membership: The Committee will consist of all five trustees, the Superintendent, the Secretary Treasurer and the Associate Superintendent. The Superintendent will serve as the lead for senior staff. By invitation, one representative from each of school-based administration, the Mount Arrowsmith Teachers Association (MATA), CUPE 3570 and the District Parent Advisory Council (DPAC) would serve on the Committee in an advisory capacity. The Committee would be supported by the Executive Assistant, Board Governance and Operations.

Operation: The trustee Chair of the Committee will host the meeting in a structured but informal manner. Materials will be provided ahead of time by the Superintendent. On matters of deliberation for the Committee to refer to the Board, the Chair would invite administration and partner representatives to comment, and would seek the advice of senior staff present. The Chair would then lead trustee deliberation on whether or not, and if so how, the matter would be referred to the Board by way of a motion for a subsequent Board meeting. The decision as to what would be referred to the Board would be by consensus between the trustees, with the Chair being the final arbiter of the decision. How matters get to the Committee and are then processed by the Board will be in accordance with Board Policy 7: *Bylaw and Policy Development and Review*.

8. Committee Meeting Times:
The time and dates for meetings for the ensuing year will be determined by the Board Chair in consultation with the Board and executive leadership team.

X. CHIEF EXECUTIVE OFFICER

The Superintendent of Schools shall be the Chief Executive Officer of the Board and is responsible and accountable to the Board for the effective and efficient operation of the school district.

The Superintendent of Schools will be responsible for ensuring the following:

- a. Leadership and direction is provided at all levels of the school system.
- b. The Board is assisted in its short and long-term planning, and in working to achieve the Board-approved goals.
- c. The district has an efficient and effective organizational structure and management system.
- d. Processes are in place for the supervision and evaluation of the district's schools, programs and services.
- e. Decisions and policies of the Board are implemented.
- f. Resources are allocated based on Board-approved budget levels.
- g. Communications within the district and through public and community relations are effective.
- h. A synergy is built within the district that challenges all employees to contribute to the success of the school system.

XI. EXECUTIVE COMMITTEES AND COMMUNICATIONS WITH THE BOARD



- a. The Executive Committee, composed of the Superintendent of Schools, the Secretary Treasurer, and the Associate Superintendent, shall be Chaired by the Superintendent of Schools.
- b. The Executive Committee shall administer the district and provide leadership in accordance with the Board's directives and policies.
- c. The Superintendent of Schools shall be the chief spokesperson for the Executive Committee and is responsible and accountable for the coordination and functioning of the Executive Committee.
- d. The Superintendent of Schools shall ensure that information, reports, and proposed resolutions shall be brought to the Board table by the appropriate member of the Executive Committee, either directly, or in support of one of the standing Committees as it reports to the Board.
- e. Members of the Executive Committee may consult with individual trustees, or groups of trustees, or Committees of the Board, as necessary, to carry out their individual responsibilities. Individual trustees, or groups of trustees, or Committees of the Board may consult, as necessary, with one or more members of the executive Committee.
- f. The Superintendent of Schools shall ensure that executive decisions and recommendations are reached, wherever possible, through discussion and collaboration. However, in cases where a consensus cannot be reached, the Superintendent of Schools shall, unless the issue is properly a matter to be decided by the Board, resolve the issue at hand. In this event the Superintendent of Schools will report each such resolution to the Board at the next opportunity.

XII. TITLE

This bylaw may be cited as "School District No.69 (Qualicum) Meetings of the Board Bylaw No.3".

Read a first time the 24th day of October 2023.

Read a second time the 28th day of November 2023.

Read a third and final time, passed and adopted this 27th day of February 2024.

SECRETARY TREASURER

BOARD CHAIR

Dates of Adoption/Amendment:

Adopted: 2014.06.24

Amended: 2014.09.23: 2019.04.23: 2019.11.26: **2024.02.27**



COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 1 of 2

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 all 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 the K-12 Student Reporting Policy, the Qualicum School District Communicating Student Learning Plan and the Qualicum School District Communicating Student Learning Handbook. 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, and will normally be with their same age cohort. *Note: student placement is covered in Board Policy 704 Student Catchment. . .*

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

- [K-12 Student Reporting Policy \(July 2023\)](#)
- [K-12 Student Reporting Policy: Communicating Student Learning Guidelines \(PDF\)](#)
- [K-12 Student Reporting Information for Educators and School Leaders](#)
- [Core Competencies](#)
- [Qualicum School District Communicating Student Learning Plan](#)
- [Qualicum School District Communicating Student Learning Handbook](#)
- [Ministerial Order, 184/23, the Learning Update Order](#)
- [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](#)



QUALICUM SCHOOL DISTRICT

BOARD POLICY 500

COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Page 2 of 2

- [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**

DRAFT



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

Rescind No Longer needed

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



**ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT**

- j. Formal report cards

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.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 500 –
COMMUNICATING STUDENT LEARNING AND STUDENT PLACEMENT

5. The tool we will be using to generate these elementary progress reports will continue to be SSDAS.
6. For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act*) will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

Secondary

1. In addition to the ongoing communication of a child's progress, parents can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.
2. If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.
3. The tool we will be using to generate Secondary report cards will be MyEdBC.
4. Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents of children in grades 4-9.
5. K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies*. This student reflection will comprise part of the final formal report at semester or year end.
6. Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.
7. Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.

References

- [Student Reporting Policy \(2016\)](#)
- [Ministerial Order 192/94, the Provincial Letter Grades Order](#)
- [Ministerial Order 191/94, the Student Progress Report Order](#)
- [Ministerial Order 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**



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 should be provided in support of the BC Curriculum and Core Competencies and the Qualicum School District Strategic Plan.** 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 supports and encourages schools to plan field experiences for groups of students in order to provide supplemental opportunities which enhance support curricular learning and core competency development, which includes Indigenous worldviews and perspectives or other educational endeavours. and other educational opportunities such as , athletics, culture, music, and languages.

Guiding Principles

1. In partnership with the local Nations, the Board of Education recognizes the importance of experiential learning connected to place in relation to land as an important part of Reconciliation.
2. 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.
3. 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 **as per Board Policy 703: Student Fees and Subsidies**; 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. Ensuring that students be educated regarding the environmental impact and that participating students give evidence of activities intended to offset environmental impact.
4. The Board retains the right to review and give approval for experiences that are out of province, but delegates that authority to the Superintendent.
5. 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 \(Trips\)](#)
- [Board Policy 703: Student Fees and Subsidies and its attendant Administrative Procedures](#)
- Vancouver School Board [Field Studies Resource Book: Guidelines and Policy for Elementary and Secondary Schools](#)



QUALICUM SCHOOL DISTRICT

BOARD POLICY 502

FIELD EXPERIENCES (TRIPS)

Page 2 of 2

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**



COPYRIGHT AND INTELLECTUAL PROPERTY

Page 1 of 1

Context

The Board of Education recognizes that the ~~Copyright Act~~ is designed to protect the **legal rights, through copyright laws,** of authors and producers of creative works **to the ownership of their intellectual property,** 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 **laws,** 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~~ **and is committed to fulfilling its ethical and legal obligations with respect to the use of copyright protected works used in the school district.**
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.~~ *Note: Not sure if this is necessary or if we actually do/can. R.T.*
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.~~ *Note: too specific for policy, these may change and are covered in AP - R.T.*
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~~ All works produced by employees in fulfilling their role and responsibilities during the course of their employment are considered to be the intellectual property of the school district unless otherwise expressly agreed in writing prior to the creation of the material.

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~~ **the Director of Instruction** 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 **and the district resource center librarian** 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!: Some Key Questions and Answers for Teachers \(5th Edition 2022\)*](#), ~~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 and by using the [Fair Dealing Guidelines](#) and [Fair Dealings Decision Tool](#).

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**



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 **core and elective** 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.



PROGRAMS OF CHOICE AND SPECIALTY ACADEMIES

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](#)
- [Ministry Regulation 219/08: Specialty Academy Criteria](#)

Dates of Adoption/Amendments:

Adopted: **2022.05.24**

Amended:



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~~ **the Qualicum School District.**
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

Dates of Adoption and Amendments:

Adopted: **2022.05.24**

Amended:



Context

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

Policy Statement

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

The Board commits to the ideals of:

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

Guiding Principles

The Board believes that:

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



8. it is not appropriate for employees to publicly criticize colleagues, supervisors, or the Board of Education, nor to illicit support for those criticisms from students, parents /caregivers, or any other members of the community;
9. people in positions of authority are also entitled to a safe working and learning environment free from objectionable and abusive behavior; and,
10. people in positions of authority are held to a higher standard of performance and are expected to exercise their authority in a fair and consistent manner. ~~As well, people in positions of authority have difficult tasks to perform including assigning work, setting performance expectations, providing feedback and taking corrective or disciplinary action when necessary. These activities can create tension, but the legitimate exercise of this authority is expected.~~

Scope

This policy covers all regular, temporary and casual employees. Students are not covered by this policy as those expectations are covered in the Board's Safe, Caring and Inclusive Schools Policy and by school codes of conduct.

References:

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

Dates of Adoption/Amendments:

Adopted: **2021.01.26**

Amended:



**BOARD POLICY 606: RESPECTFUL WORKPLACE –
ADMINISTRATIVE PROCEDURES**

Page 1 of 2

Purpose

This administrative procedure is intended to outline the procedure for resolving interpersonal conflicts and reporting inappropriate conduct in the workplace under [Board Policy 606: Respectful Workplaces](#) and should be read in conjunction with [Board Policy 604: Workplace Bullying and Harassment](#).

Responsibilities

All employees are required:

- to conduct themselves in a manner which is courteous, respectful of and responsive to the needs of others and which also treats school district property appropriately;
- to adhere to this procedure when responding to unpleasant or inappropriate workplace conduct; and,
- to immediately report an incident to their Supervisor if they are witness to inappropriate workplace conduct.

Definitions

Respectful workplace behaviours include:

- listening and allowing others to speak;
- being supportive, cooperative and inclusive;
- expressing differences of opinion constructively;
- respecting professional boundaries, including privacy considerations.

Not all unpleasant or inappropriate conduct amounts to bullying and harassment; however, from time to time a person in the workplace may experience an unwelcome interaction with another person.

Examples of such conduct include, but are not limited to:

- a) an action or comment by any person which insults, or degrades another person, including microaggressions;
- b) deliberate property damage;
- c) written or verbal comments, actions or gestures or other behaviors;
- d) yelling or shouting (except where intended to alert another to danger);
- e) deliberately excluding an employee from relevant work activities or decision making;
- f) decision making which is influenced by factors which have no work related purpose.

Resolution Process

The Complainant is encouraged to first attempt to find a suitable resolution directly with the Respondant (the person responsible for the comment, behaviour or conduct) other person involved. In the event that a satisfactory resolution cannot be achieved, the Complainant should escalate the matter to their Supervisor. If the issue remains unresolved and/or the Respondent continues with the unwanted behaviour, the



Complainant must refer the matter to the Director of Human Resources for further consideration.

References:

[WorkSafeBC, Towards a respectful workplace: a handbook on preventing and addressing workplace bullying and harassment](#)

[Board Policy 604: Workplace Bullying and Harassment](#)

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT