



REGULAR BOARD MEETING AGENDA

TUESDAY, OCTOBER 26, 2021

6:00 PM

HYBRID - THE FORUM (PCTC) AND VIA ZOOM

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/64794344669?pwd=Zlp2Z3N1UGtVQWhVaFRZUEU3Y0VsQT09>

Meeting ID: 647 9434 4669

Passcode: 961900

1. CALL TO ORDER AND INTRODUCTIONS

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

3. ADOPTION OF THE AGENDA

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) adopt the agenda as presented (*or, as amended*).

4. APPROVAL OF THE CONSENT AGENDA

- | | | |
|----|---|---------|
| a. | Approval of Regular Board Meeting Minutes: September 28, 2021 | p 1-12 |
| b. | Ratification of In Camera Board Meeting Minutes: September 28, 2021 | p 13 |
| c. | Receipt of Ministry News Releases | |
| | • Expanded health, safety measures for K-12 students | p 14-15 |
| | • Nominations open to honour excellence in BC education | p 16-18 |
| | • New resources help EASE Anxiety in grade 8-12 students | p 19-21 |
| | • Seamless Day Kindergarten pilot project expands | p 22-23 |
| d. | Receipt of Reports from Trustee Representatives | |
| | • Early Years Table – Trustee Young | p 24-26 |
| | • Oceanside Community Track Steering Committee–Trustee Young | p 27 |
| e. | Receipt of Status of Action Items – October 2021 | p 28 |

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of October 26, 2021, as presented (*or, as amended*).

5. DELEGATIONS/PRESENTATIONS (10 MINUTES EACH)

6. BUSINESS ARISING FROM THE MINUTES

a. REVISED Local School Calendar

(Peter Jory/Gillian Wilson)

p 29-32

Recommendation:

THAT the Board of Education of School District No. 69 (Qualicum) approve the Revised District Instructional Calendars for 2021-2022 as presented.

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7. **MOUNT ARROWSMITH TEACHERS' ASSOCIATION**
 8. **CANADIAN UNION OF PUBLIC EMPLOYEES (LOCAL 3570)**
 9. **DISTRICT PARENTS ADVISORY COUNCIL**
 10. **PUBLIC QUESTIONS AND COMMENTS (WRITTEN)**
 11. **ACTION ITEMS**
 12. **INFORMATION ITEMS**
 - a. **Superintendent's Report** (Peter Jory)
 - b. **Educational Programs Update** (Gillian Wilson/Rudy Terpstra)
 - c. **Class Size Report** (Gillian Wilson) **p 33**
 13. **EDUCATION COMMITTEE OF THE WHOLE REPORT** (Trustee Godfrey) **p 34-35**
 14. **POLICY COMMITTEE OF THE WHOLE REPORT** (Trustee Young)
 - a. **Board Policy 700: Safe, Compassionate and Inclusive School Communities** **p 36-48**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 700: *Safe Compassionate and Inclusive School Communities* at its Regular Board Meeting of October 26, 2021.
 - b. **Board Policy 701: Student Discipline** **p 49-52**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 701: *Student Discipline* at its Regular Board Meeting of October 26, 2021.
 - c. **Board Policy 601: Employee Conflict of Interest** **p 53-56**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 601: *Employee Conflict of Interest* at its Regular Board Meeting of October 26, 2021.
 - d. **Board Policy 604: Bullying and Harassment** **p 57-71**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 604: *Bullying and Harassment* at its Regular Board Meeting of October 26, 2021.

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- e. **Board Policy 710: Resolution of Student and Parent Complaints** p 72-80
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 710: *Resolution of Student and Parent Complaints* at its Regular Board Meeting of October 26, 2021.
- f. **Board Policy 303: Enhancing Student Learning** p 81-85
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 303: *Enhancing Student Learning* and its attendant Administrative Procedures at its Regular Board Meeting of October 26, 2021.
- g. **Board Policy 305: Public Interest Disclosure** p 86-88
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 305: *Public Interest Disclosure* and its attendant Administrative Procedures at its Regular Board Meeting of October 26, 2021.
15. **FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT** (Trustee Flynn) p 89-91
a. **Facilities Review Outline** (Peter Jory) p 92
- b. **Community Schools Working Group**
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) direct senior staff to undertake Step 1: Working Group as described in the previous Superintendent's report to the Board dated June 22, 2021.
16. **REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS**
a. **Oceanside Health & Wellness Network** (Trustee Young) p 93
17. **TRUSTEE ITEMS**
a. **West Coast Climate Action Network (WE-CAN) Membership** (Trustee Austin)
Recommendation:
THAT the Board of Education of School District 69 (Qualicum) become members of the West Coast Climate Action Network (WE-CAN).

Reference: <https://bcclimateactionnetwork.wordpress.com/>
- b. **Climate Action Task Force (CATForce) Update** (Julie Austin) p 94-95
Recommendations:
THAT the Cell Tower discussion be moved to the School District Health & Safety Committee.

THAT discussion of 'dead zones' and 'wired technology' be moved to the District's Education Technology Committee.

THAT the concept of a pilot project for School District 69 for a 'wifi free school(s)' be considered and discussed at the Education Committee of the Whole (this may also become part of the facilities and/or strategic planning review).

c. Board Letter to Municipalities re Potential Build of Structures *(Julie Austin/Barry Kurland)*

Rationale:

As a Board of Education, we have decision-making processes in place, such as committees and regular board meetings much like the municipalities and RDN. When projects that affect the school district come to the table at the municipal or regional district level we would like time to reflect on these projects that may have an impact on our learning community. By the time a notice is extended to the public for comment, it leaves little opportunity for the school district to confer and respond. As the largest employer in the district, the school board would like to be informed early about pending proposals and projects in order to give informed, thoughtful feedback.

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) write a letter to the governing bodies of the Town of Qualicum, the City of Parksville and the Regional District of Nanaimo requesting direct advanced notice of proposals they are considering that may affect a school or our school community. These projects may be initiatives of the municipality or RDN or may be proposals under consideration from an outside entity. i.e. cell towers.

d. Report on VISTA Fall Conference held October 2, 2021 *(Eve Flynn)*

e. Report on BC School Trustees Association Meetings *(Eve Flynn)*

- Board Chair Meeting, October 14, 2021
- Joint Partner Liaison Meeting, October 15, 2021
- Provincial Council, October 23, 2021

f. Consideration of Provincial Vaccine Mandate *(Eve Flynn)*

18. NEW OR UNFINISHED BUSINESS

19. BOARD CORRESPONDENCE AND MEDIA

a. Letter to Minister of Education re Funding of Electric Buses

p 96

20. PUBLIC QUESTION PERIOD

21. ADJOURNMENT



REGULAR BOARD MEETING MINUTES

TUESDAY, SEPTEMBER 28, 2021
6:00 PM
FORUM – PCTC and ZOOM

ATTENDEES

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice-Chairperson
Laura Godfrey	Trustee
Barry Kurland	Trustee
Elaine Young	Trustee

Administration

Peter Jory	Superintendent of Schools
Gillian Wilson	Associate Superintendent of Schools
Ron Amos	Secretary Treasurer
Rudy Terpstra	Director of Instruction
Chris Dempster	General Manager of Operations

Education Partners

Mount Arrowsmith Teachers' Association (MATA)
Canadian Union of Public Employees (CUPE) Local 3570
District Parents Advisory Council (DPAC)

1. CALL TO ORDER

Chair Flynn called the meeting to order at 6:03 p.m.

2. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Flynn acknowledged that the Board was meeting on the traditional unceded territory of the Coast Salish people and thanked the Qualicum and Snaw-Naw-As First Nations for allowing the board to live, work and play on their shared territory.

She then acknowledged the upcoming Orange Shirt Day on September 30th which is now also the National Day for Truth and Reconciliation. She then asked for a moment of silence to reflect on and think about the children who did not return home from residential schools.

3. ADOPTION OF THE AGENDA

Trustee Item a. was removed from the agenda as a Social Justice Working Group report was provided in the consent agenda.

The following topics were added under Trustee Items: Parksville Development Permit; 5G/TELUS Cell Tower; Reminder of Notice of Motion; and Foundation Skills Assessment.

21-70R

Moved: Trustee Kurland *Seconded:* Trustee Young

THAT the Board of Education of School District No. 69 (Qualicum) adopt the agenda as amended.

CARRIED UNANIMOUSLY

4. APPROVAL OF THE CONSENT AGENDA

- a. Approval of Regular Board Meeting Minutes: August 31, 2021
- b. Approval of the Special Board Meeting Minutes: August 31, 2021
- c. Ratification of In Camera Board Meeting Minutes: August 31, 2021
- d. Receipt of Ministry News Releases
 - Extra supports for student, staff mental wellness
 - Double the funding and fun for 60 school playgrounds
 - Provincial support helps boost community literacy
- e. Receipt of Reports from Trustee Representatives
 - Oceanside Health & Wellness Network – Trustee Young
 - Early Years Table – Trustee Young
 - Oceanside Community Track – Trustee Young
 - Social Justice Working Group – Trustee Young
- f. Status of Action Items – September 2021

21-71R

Moved: Trustee Godfrey *Seconded:* Trustee Austin

THAT the Board of Education of School District No. 69 (Qualicum) approve the consent agenda items of the Regular Board Meeting of September 28, 2021, as presented.

CARRIED UNANIMOUSLY

5. DELEGATIONS/PRESENTATIONS**a. 2020-2021 Audited Financial Statements**

Leanne Souchuck, partner at the audit firm of McGorman MacLean, which undertook the district's audit, provided a brief summary of the audit findings. More detail can be viewed in the audited financial statements. She noted that the financial statements presented fairly in all respects as at June 30, 2021 and thanked the staff of the finance department for their full cooperation and efforts during the audit.

b. Canadians for Safe Technology (C4ST)

Carole Dowe, community member, expressed concerns regarding the harmful effects of 5G on the physical and mental health in the Qualicum Beach area from a 145-foot TELUS cell tower that has been approved by the Town of Qualicum Beach. She urged the Board to assist in convincing the Town to rescind its permission for TELUS to build the cell tower.

Ms. Dowe then introduced Mr. Frank Clegg, the founder, CEO and Chairman of *Canadians for Safe Technology*. Mr. Clegg provided a history of his career in the field of technology and outlined a series of concerns and studies regarding the negative effects of wireless radiation. He also provided some actions the district could to mitigate the effects of wireless radiation in schools by 90% without having an impact on response time as well as some safety measures for all users of wireless technology. Anyone interested in more information can contact Mr. Clegg at Frank@C4ST.org

6. BUSINESS ARISING FROM THE MINUTES

None

7. MOUNT ARROWSMITH TEACHERS' ASSOCIATION (MATA)

Matt Woods, President, commented on the following:

- Acknowledgement of the importance of the Indigenous Day for Truth and Reconciliation on September 30th. Teachers have spent the week reflecting on the importance of the day by creating lessons and activities that support Truth and Reconciliation.
- With the district's support, MATA has delivered Truth and Reconciliation Calls to Action posters to each school.
- Recognition and appreciation to the MATA Professional Development Committee members and in-district Chairs for their hard work in developing the in-school sessions being offered on October 1.
- Recognition of the professionalism, compassion, time, hard work and dedication that teachers bring to the education system every day with the announcement that October 5th is World Teachers' Day.
- Appreciation for the consultative environment between the union and the district, from committees to personal one on one meetings.
- Request that meetings which require teacher or union representation not be held on Tuesday wherever possible, and particularly not between 3 pm and 6 pm if union representation is required, as that has historically been the day set aside for the union to carry out its business.
- Shared MATA's concerns with the district's Communicable Disease Plan, particularly the mask mandate and cleaning. He urged the board to reconsider its position on a mask mandate by including the K-3 students and to consider if there would be a way to reschedule custodial manpower to include daytime custodians without an extensive increase to the budget.
- Shared that the BC Teachers' Federation's reasons for opposition to the Foundation Skills Assessment and that the BCTF continues to pressure the government to develop a better system-wide assessment tool.
- MATA will be sending out literature regarding the BCTF's position on the FSAs to the parents of Grade 4 and 7 students within the next week.

8. CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LOCAL 3570

No Report

9. DISTRICT PARENT ADVISORY COUNCIL (DPAC)

No report

10. PUBLIC QUESTIONS AND COMMENTS (RELATED TO AGENDA ITEMS)

None

11. ACTION ITEMS

a. 2020-2021 Audited Financial Statements

i. Internally Restricted Funds

Secretary Treasurer Amos spoke to those items embedded in the operating reserves which are appropriated for other uses, what is remaining and how it is being allocated.

21-72R

Moved: Trustee Young *Seconded:* Trustee Godfrey
THAT the Board of Education of School District No. 69 (Qualicum) accept the Schedule of Internally Restricted Surplus as presented.
CARRIED UNANIMOUSLY

ii. Local Capital Reserve Funds

Secretary Treasurer Amos stated that the Local Capital Reserve Funds as expressed in Schedule 4 speaks to funds in reserve for capital purposes. The nature of these funds is derived from sales of property and depending on who contributed, the Ministry or Local District, it is distributed between local and restricted capital. In this case it was allocated to local capital. If the recommendation were to be approved, the remaining balance of \$325,000 would be made up of \$162,000 for the Board's contribution to support the Ballenas Track upgrade and \$163,000 of uncommitted funds. Staff requested that a portion of the balance be applied to the costs of the wiring project incurred in 2020-2021.

21-73R

Moved: Trustee Godfrey *Seconded:* Trustee Kurland
THAT the Board of Education of School District No. 69 (Qualicum) support allocating \$61,371.00 of Uncommitted Local Capital to fund the district's 2020-2021 wiring project.
CARRIED UNANIMOUSLY

iii. 2020-2021 Audited Financial Statements

Secretary Treasurer Amos noted that the statements presented in the agenda package anticipated approval of the prior two motions.

21-74R

Moved: Trustee Kurland *Seconded:* Trustee Young
THAT the Board of Education of School District No. 69 (Qualicum) approve the 2020-2021 Audited Financial Statements as presented.
CARRIED UNANIMOUSLY

b. Appointment of Auditor

Chair Flynn reported that 3 firms responded to the District's Request for Proposal (RFP) for audit services to the district, which is done every 5 years. She and Vice-Chair Austin, as well as Secretary Treasurer Amos and Assistant Secretary Treasurer Hung, reviewed the submissions and recommended that that Board continue with the current auditors for a 3-year term with an option to renew for an additional 2 years.

21-75R

Moved: Trustee Flynn *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) appoint McGorman MacLean as the District's auditors for a three-year term beginning with the 2021-2022 fiscal year.

CARRIED UNANIMOUSLY

12. INFORMATION ITEMS**a. Education Planning Update**

Superintendent Jory

i. School Start Up

Superintendent Jory advised that school start up has been going well with minimal disruptions. Enrolment is up slightly from 2 years ago and the number of students in non-standard programs is higher than 2 years ago; however, enrolment may be slightly below projected.

He noted that districts are waiting for direction on COVID communications from the Ministry. For 2021 there has been a return to a strategy to share information only on a need-to-know basis; however, that may revert back to community letters as was done last school year. There has been no news of this officially changing as of yet.

Superintendent Jory noted that September 30th is now a statutory holiday in recognition of Truth and Reconciliation. That date was originally scheduled as the District-Wide Planning day with activities planned which are related to Truth and Reconciliation. Those activities are still occurring in schools this week. He emphasized that staff are committed to deep and meaningful change which requires this important work to occur on a continuing basis until equity of outcome is reached. He then asked everyone to be sensitive and collaborative and especially patient when it comes to approaching our Indigenous communities as they have the right to determine just how they support our work. It is us really that needs to change.

ii. Framework for Enhancing Student Learning

Superintendent Jory referred to the document in the agenda package and noted that he had provided a more fulsome review at the Education Committee of the Whole meeting held on September 21st.

He noted that this is new legislation to which the district is responding and the intention is to tie together the strategic planning process with our achievement process and report out on some key metrics to the Ministry of Education. The Ministry wants the information and wants districts to delve into it, understand it, share it and use it to move the learning agenda forward. He then outlined the key metrics that were asked of districts which were contained in the document, including a comparison to the 2019-20 provincial results, and the province has asked districts to be mindful of where the district stands next to the provincial averages.

Superintendent Jory then provided a high level review of the data contained in the document, noting that participation rate for the FSA in this recent year was low. While not unusual across the province it does call into

question which student did or did not write the assessment and the impact on some of the data. The assessment was also done mid-year rather than at the beginning of the year and that may have caused a bit of an uptick in some of the data.

iii. 2021-2022 School Calendar Update

Superintendent Jory noted that with the creation of the National Day for Truth and Reconciliation, the district will be moving the previously scheduled District-Wide Planning Day to another day in the school year. Monday, February 7th is being proposed and the Board will be sending out the proposed change to the stakeholder groups, staff and families by the end of the week for consultation and comments.

iv. Foundation Skills Assessment

Superintendent Jory acknowledged the collaborative atmosphere between the unions and management staff. He then responded with his position to comments made by the MATA President regarding the Foundations Skills Assessment (FSA).

The Superintendent stated his belief that the FSA process should be seamless and that, while it takes planning and time to prepare, it supports learning, collaboration and critical thinking. The assessment has come a long way in the last several years and there were teams in place to evolve the assessment and ensure it matches the curriculum. He committed to working with staff and the union to investigate the issues raised by the union.

b. Educational Programs Update

• **Enrolment Update**

Associate Superintendent Wilson reported that the current enrolment snapshot indicates that enrolment is less than projected. Staff are working to ensure all students are registered and the head count is where it needs to be and students are registered for all the courses they need to be taking as well as tracking students who are still moving into and out of the district. The timeframe for reporting enrolment was also shorted with the final day for the September 30th count being shifted ahead to September 29th. She acknowledged the work of the school administrators, clerical staff and counsellors to ensure students are where they need to be.

There is outreach also occurring with some students who are registered in the Collaborative Education Alternative Program (CEAP) and have not been engaged in the program for well over a year. Exact numbers will be determined by end of day on September 29th.

• **Truth & Reconciliation**

Associate Superintendent Wilson then shared her curiosity as to how the district can truly acknowledge Truth & Reconciliation and what that means in the system. It is work that is done throughout our system all the time and teachers have worked very hard this week to ensure that there are activities that support that. She has received pictures of some of those activities as well as artwork and quotes students have used in their learning to understand local indigenous nations. A teacher has been hired to the Teaching & Learning Team to address Truth & Reconciliation and Equity

in the district and ensure teachers have the resources they need to be able to weave Indigenous learnings throughout their lesson plans and to complement the great work that the Indigenous Education Department provides.

Associate Superintendent Wilson then challenged attendees to think internally as settlers and to learn about the country's heritage and history. Truth & Reconciliation and healing cannot happen until we acknowledge and understand the truth behind it.

Rudy Terpstra, Director of Instruction, commented on the following:

- Acknowledgement to the MATA for the district-wide and school-based professional development sessions being offered on October 1st at all schools with many sessions focusing on Indigenous Learning, Knowledge and Perspective.
- Learning Grant applications will be going out next week with the main focus to improving student learning through a number of specific areas.
- The Draft Reporting Order K-12 has come out in draft form and public feedback is invited until November 5, 2021 at www.engage.gov.bc.ca. The district assessment groups will be gathering teachers together to provide district feedback as well.
- The District SOGI team and school leads are being organized and the Annual SOGI Summit is being held on Tuesday, October 26th.
- The District has received a \$21,000 Zero Waste Grant from the Regional District of Nanaimo which will be shared between 3 additional schools this year, the 4 mentor schools (last year's pilot schools) and 12 individual student grants.

13. EDUCATION COMMITTEE OF THE WHOLE REPORT

Trustee Godfrey referred to her report as provided in the agenda package. She noted that there may be a change in the process for review of the school codes of conduct by senior staff working with school administrators next year.

a. School Codes of Conduct

21-76R

Moved: Trustee Godfrey *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) accept the School Codes of Conduct for the 2021-2022 school year as presented, recognizing that the Province's Ministry of Education's COVID-19 protocols supersede in regards to Health and Safety of all.

CARRIED UNANIMOUSLY

b. Framework for Enhancing Student Learning

21-77R

Moved: Trustee Godfrey *Seconded:* Trustee Austin

THAT the Board of Education approve the School District 69 (Qualicum) Framework for Enhancing Student Learning Report as presented.

CARRIED UNANIMOUSLY

14. POLICY COMMITTEE OF THE WHOLE REPORT**a. Board Policy 601: Employee Conflict of Interest****21-78R**

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 601: *Employee Conflict of Interest* at its Regular Board Meeting of September 28, 2021.

CARRIED UNANIMOUSLY

b. Board Policy 603: Employee Health, Wellness and Attendance Support**21-79R**

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 603: *Employee Health, Wellness and Attendance Support* at its Regular Board Meeting of September 28, 2021.

CARRIED UNANIMOUSLY

c. Board Policy 604: Workplace Bullying and Harassment**21-80R**

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 604: *Workplace Bullying and Harassment* at its Regular Board Meeting of September 28, 2021.

CARRIED UNANIMOUSLY

d. Board Policy 710: Resolution of Complaints

She noted that the section it was in and moved from employee so moved to student.

21-81R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve first reading to adopt Board Policy 710: *Resolution of Complaints* at its Regular Board Meeting of September 28, 2021.

CARRIED UNANIMOUSLY

e. Board Policy 303: Enhancing Student Learning**21-82R**

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 303: *Enhancing Student Learning* at its Regular Board Meeting of September 28, 2021.

CARRIED UNANIMOUSLY

f. Board Policy 305: Public Interest Disclosure

21-83R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve second reading to adopt Board Policy 305: *Public Interest Disclosure* at its Regular Board Meeting of September 28, 2021.

CARRIED UNANIMOUSLY

g. Board Policy 600: Personnel *(Previously a number of Administrative Procedures Only)*

21-84R

Moved: Trustee Young *Seconded:* Trustee Austin

THAT the Board of Education of School District 69 (Qualicum) approve third and final reading to adopt Board Policy 600: *Personnel* and its attendant administrative procedures at its Regular Board Meeting of September 28, 2021.

CARRIED UNANIMOUSLY

h. Rescinding of Board Policies

21-85R

Moved: Trustee Young *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) rescind the following Board Policies now included in Board Policy 600: *Personnel*:

- 6030: Vacation Extensions – Teachers
- 6065: Recognition of Retirement and Long-term Service

CARRIED UNANIMOUSLY

15. FINANCE & OPERATIONS COMMITTEE OF THE WHOLE REPORT

a. 2022-2023 Capital Plan

21-86R

Moved: Trustee Flynn *Seconded:* Trustee Young

THAT the Board of Education of School District 69 (Qualicum) support the 2022-2023 capital plan submissions as presented.

CARRIED UNANIMOUSLY

b. District Staff Flu Vaccinations

21-87R

Moved: Trustee Flynn *Seconded:* Trustee Godfrey

THAT the Board of Education of School District 69 (Qualicum) approve flu vaccinations to be made available each year free of charge to employees in School District 69 (Qualicum) until further notice.

CARRIED UNANIMOUSLY

c. Letter to Ministry re: Funding for Electric Buses

21-88R

Moved: Trustee Flynn *Seconded:* Trustee Kurland

THAT the Board of Education of School District 69 (Qualicum) write a letter to the Ministry of Education to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses.

CARRIED UNANIMOUSLY

16. REPORTS FROM REPRESENTATIVES TO OUTSIDE ORGANIZATIONS

No Reports

17. TRUSTEE ITEMS

a. Trustee Committee and Representative Appointments/Liaison Schools

Chair Flynn noted the changes to trustee representative appointments and 2 liaison schools.

b. VISTA Fall Conference (via Zoom) – October 2, 2021

Chair Flynn advised that the Vancouver Island School Trustees Association would be meeting via Zoom on the morning of October 2, 2021 and reviewed the agenda offerings.

c. BC School Trustees Association Meetings

Chair Flynn then noted the following upcoming meetings:

- Board Chair Meeting, October 14, 2021
- Joint Partner Liaison Meeting, October 15, 2021
- Provincial Council, October 23, 2021

d. Parksville Development Permit

Trustee Young referred to a presentation to the Council of the City of Parksville regarding a proposal to build an up to 800-unit development along the Englishman River. A survey is available until September 30th for Parksville residents to provide feedback on the proposal. She suggested that the Board write a letter to the City conveying concerns about resulting potential space pressures of schools in the area.

Trustees and senior staff discussed the proposed project and it was noted that the district receives zoning requests when developments are proposed on land adjacent to school properties. After further deliberations, it was determined that it was too early in the process for the Board to comment as the project is just a proposal at this time and has not been submitted to the City's planning department. Trustees and senior staff will keep watch for any additional information from city reporting and council meetings.

e. Notice of a Motion

Trustee Austin noted that she had not brought forward the motion from the notice she had given in June recommending that the Board join the West Coast Climate Action Network. She advised that she would do so at the October Board Meeting.

f. 5G Presentation

Trustee Austin suggested that the five priorities outlined in the presentation from the Canadians for Safe Technology be forwarded to the Climate Actions Task Force for further discussion. The Board has, in the past, written letters in response to proposed cell towers being erected, citing precautionary principle.

It was noted that the Town of Qualicum Beach had already issued the building permit to TELUS for the most recent cell tower proposal to be located at 2045 Island Highway.

21-89R

Moved: Trustee Austin Seconded: Trustee Kurland

THAT the Board of Education of School District 69 Qualicum write a letter to the Town of Qualicum Beach expressing the Board's concerns around the proposed TELUS cell tower based on the precautionary principles.

DEFEATED

Trustees Young, Godfrey and Flynn voted against the motion

The topic of the 5 priorities presented were then forwarded to the CATForce Meeting scheduled for Wednesday, October 6 at 3:30.

g. Foundation Skills Assessment (FSA)

Further to the MATA President's comments and position of the BCTF regarding the Foundation Skills Assessment. Trustee Austin stated that her understanding was that the FSA was revamped in collaboration with a number of teachers throughout the province. She then inquired of the President of MATA whether the union took issue with the process of administering the assessment or with the assessment itself?

Matt Woods, MATA President, advised that he obtained the issues he outlined were provided to him by teachers who were in a position to have administered the FSA's and that there also seems to be a disconnect between the value of the assessment and where that lands for teachers. He also noted that the data he shared was provided from the position of the BC Teachers Federation as well as data he obtained anecdotally and he plans to preview the assessment and observe how they are administered.

Trustees and the Superintendent discussed the need for meaningful assessment with the Superintendent reiterating that the FSA is part of the curriculum and a valuable assessment tool. Also discussed was the need to identify a way to help teaching staff who administer the assessment to realize the value of the information obtained from data as well as for Board's to continue to encourage the Minister of Education to review how the data is shared so that it is not being used by think tanks to grade schools.

18. NEW OR UNFINISHED BUSINESS

None

19. BOARD CORRESPONDENCE AND MEDIA

None

20. PUBLIC QUESTION PERIOD

Trustees and Senior Staff responded to comments/questions on the following topics:

- Policy 603: *Employee Health, Wellness and Attendance Support* and a suggestion to consider the attendance management portion as a separate policy/administrative procedure. The Policy Committee of the Whole Chair requested that the suggestion be presented to the next Policy Committee of the Whole meeting for consideration.
- Timing of the Foundation Skills Assessments after a semi-normal return to school for many students who have not been in a school setting for up to 1.5 years. It was noted that this is not an optional assessment test, it is Ministry mandated and is part of the curriculum. Should there be extenuating circumstances as to why a parent would wish their child to be exempt from the FSA, they can submit a request to their child's school principal.

21. ADJOURNMENT

Trustee Godfrey moved to adjourn the meeting at 8:25 p.m.

CHAIRPERSON

SECRETARY TREASURER



SCHOOL DISTRICT No. 69 (QUALICUM)

IN-CAMERA MEETING

SECTION 72 REPORT

SEPTEMBER 28, 2021 - Via ZOOM

ZOOM PARTICIPANTS:

Trustees

Eve Flynn	Chairperson
Julie Austin	Vice Chairperson
Elaine Young	Trustee
Laura Godfrey	Trustee
Barry Kurland	Trustee

Administration

Peter Jory	Superintendent of Schools
Ron Amos	Secretary Treasurer
Gillian Wilson	Associate Superintendent

The Board of Education discussed the following topics:

- Labour Relations
- Legal

No motions were presented for Board approval.

Chairperson

Secretary Treasurer



NEWS RELEASE

For Immediate Release
2021EDUC0059-001880
Oct. 1, 2021

Ministry of Education
Ministry of Health

Expanded health, safety measures for K-12 students

VICTORIA – Government is updating its K-12 education health and safety guidelines to require masks for kindergarten to Grade 3 students.

“In-person learning is crucial for the social and educational well-being of students. The health and safety guidelines in our schools were developed under the guidance and direction of the Public Health Office (PHO) and BC Centre for Disease Control to allow children to safely attend school on a full-time, in-person basis,” said Jennifer Whiteside, Minister of Education. “We know there is a high level of concern among some parents, students, teachers and boards of education, especially in regions of B.C. where transmission rates are higher. We are listening to the concerns of people and, on the advice of the provincial health officer, taking further action so that families, students and staff feel secure.”

Beginning Monday, Oct. 4, 2021, all students in B.C. schools will be required to wear a mask when inside a school building, including while at their desks and on buses. This builds on the existing guidelines that currently apply to all students in grades 4 to 12.

“This pandemic continues to evolve and so do we,” said Dr. Bonnie Henry, provincial health officer. “We need to make changes to fit the situation as it's arising. We know the COVID-19 virus is being transmitted more rapidly, particularly to those who don't have the protection that vaccination offers. This extra measure adds another layer of protection as we navigate this phase of the pandemic.”

Beginning this month, the PHO will release a new monthly report that will inform British Columbians about the virus and how it effects school-aged children.

As announced in August, regional medical health officers (MHOs) may recommend additional health and safety measures in response to local and regional conditions. MHOs will continue to work with school districts to recommend any additional regional measures as required.

These measures build on the existing K-12 health and safety guidelines, which were developed in consultation with all education partners. The guidelines include daily health checks, hand washing, staying home when sick and improved ventilation systems. The guidelines also contain strategies for schools to help create space between people, including staggered recess, lunch breaks and class transition times, managing the flow of people in common areas, and using available space to spread people out.

Government will continue to be responsive to changes in the pandemic and will continue working with parents, teachers, school districts, First Nations rights-holders and all education partners to make sure schools are safe for students, teachers, and staff.

Learn More:

To see updated K-12 health and safety guidelines, visit:

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>

How contact tracing works in schools:

http://www.bccdc.ca/schools/Documents/Contact_tracing_schools_2021.pdf

Contact tracing infographic: http://www.bccdc.ca/schools/Documents/Contact_Tracing.pdf

Contacts:

Ministry of Education
Government Communications and Public
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250 356-5963

Ministry of Health
Government Communications and Public
Engagement
250 361-5381

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NEWS RELEASE

For Immediate Release
2021PREM0060-001910
Oct. 5, 2021

Office of the Premier
Ministry of Education

Nominations open to honour excellence in B.C. education

VICTORIA – In recognition of World Teachers’ Day, nominations are now open for the Premier’s Awards for Excellence in Education.

The awards honour B.C. teachers, support staff workers, administrators and school district leaders who have made outstanding contributions to their students and school communities.

“Every day in our province, education professionals put the needs of students first in order to best support their personal growth and academic potential,” said Premier John Horgan.

“Throughout the COVID-19 pandemic, teachers, support staff and administrators have worked tirelessly to ensure students stay safe and healthy during these unprecedented times. These awards allow us to celebrate education professionals who have gone above and beyond in classrooms and schools across the province.”

The launch of the awards’ nominations period coincides with World Teachers’ Day, which recognizes the rights, roles and responsibilities of teachers around the world. Dedicated teachers, support staff and school leaders are the foundation of B.C.’s world-class education system.

“The Premier’s Awards allow us to celebrate the monumental contributions of teachers, support staff and administrators who inspire B.C. students to achieve their best,” said Jennifer Whiteside, Minister of Education. “I encourage everyone to consider nominating an education professional from your school as there is no better time for us to collectively recognize their outstanding commitments to teaching and supporting children and youth.”

There are 10 categories for British Columbians to nominate an individual or team of education professionals who work in the public, independent or First Nations school systems as teachers, principals, vice-principals, administrators and support staff.

Among the 10 award winners in 2019 were Grace Broadfoot from J.V. Humphries Elementary and Secondary in the Kootenay Lake School District (SD 8), who won the outstanding new teacher award, school principal Troy White of École Kelowna Secondary in the Central Okanagan School District (SD 23), who won the school leadership award, and teacher Jordan Smith from Twin Rivers Education Centre in the Kamloops-Thompson School District (SD 73) who won the Indigenous Education Award.

“The highlight of the Premier's Excellence Awards was the opportunity to witness all of the incredible work that is being done by passionate educators across the province,” Smith said. “It was an honour to be nominated and selected.”

Nominations will be accepted until Jan. 7, 2022. All previously submitted nominations from the

2020 awards program, which was postponed due to the pandemic, will be included in the 2021 submissions.

“Weytkp! (hello). I am honored to be one of the finalists for the Indigenous Education category of the Premier's Awards,” said Ivy Chelsea, a 2019 finalist from Chase Secondary in the Kamloops-Thompson school district (SD 73). “Kukstsetsemc (thank you) to the district for the nomination in recognizing the importance of Secwepmctsin language and its connection to the land.”

Finalists will be announced in February and winners will be announced at an awards ceremony in Victoria in April. Award winners will receive a \$3,000 taxable personal bursary for professional learning, and a \$2,000 contribution to their school community for professional learning. Each runner-up will receive a \$1,000 personal bursary for professional learning and a \$1,000 contribution to their school community for professional learning.

Government created the awards program in 2018 to honour the many contributions of education professionals who go above and beyond to make life better for students.

Quotes:

Teri Mooring, president, BC Teachers' Federation –

“It has been a tough year and a half for all of us in the school system. Whether you are a teacher, school staff member, student, or parent, the pandemic has challenged us all in many different ways. Through it all, teachers have been there with heart and professionalism to make sure every student feels supported and valued. After a year’s hiatus, it is good to see these awards return as recognition of all of the amazing work done by the incredibly caring people working in our schools.”

Karen Ranalletta, president, CUPE BC –

“More than 30,000 CUPE members work in the K-12 public education system, and it's great to see our provincial government once again recognizing how important their work is to keeping our public schools safe, accessible and welcoming. I look forward to seeing the nominees in all the award categories and sharing the great stories of our members.”

Quick Facts:

- Nominations for the Premier’s Awards for Excellence in Education can be submitted between Oct. 5, 2021, and Jan. 7, 2022, and will join the nominations received from the 2020 awards program that was postponed due to the pandemic.
- There are more than 55,000 educators (teachers, administrators, principals and vice-principals) and approximately 37,000 support staff workers actively employed in B.C.’s K-12 education system.
- Nominations can be made under 10 different categories:
 - Six awards are open to teachers: community engagement, extracurricular leadership, Indigenous education, outstanding new teacher, outstanding team collaboration, and social equity and diversity.
 - One award is open to those in a school-based leadership role: school leadership.
 - One award is open to those in a district leadership role: district leadership.

- Two awards are open to support staff:
 - outstanding support — school community (including bus drivers, crossing guards, student supervisors, Indigenous cultural facilitators, custodians, maintenance/trade workers and those working in a clerical function); and
 - outstanding support — teaching assistant (including educational assistants and Indigenous education support workers).

Learn More:

To nominate an education professional for the 2021 Premier’s Awards for Excellence in Education, go to: www.gov.bc.ca/excellenceineducation

See the list of winners and finalists from past years, with videos, here:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/excellence-in-education/winners-finalists>

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Ministry of Education
Government Communications and Public
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NEWS RELEASE

For Immediate Release
2021CFD0062-001926
Oct. 7, 2021

Ministry of Children and Family Development

New resources help EASE anxiety in grade 8-12 students

VICTORIA – High-school teachers have new classroom resources to help students manage anxiety, thanks to the launch of Everyday Anxiety Strategies for Educators (EASE) 8-12.

“The pandemic has had a profound impact on children’s and youths’ mental health,” said Mitzi Dean, Minister of Children and Family Development. “Expanding EASE to grades 8-12 puts practical and much-needed tools for managing anxiety directly into classrooms, so even more young people can learn how to boost their coping skills in these challenging times.”

EASE materials focus on breathing, mindfulness and coping skills, along with strategies to tackle common problems like procrastination, test anxiety, facing fears, managing unhelpful thoughts, calming public-speaking nerves, managing mood and social media’s impact on mental health and well-being.

“As a parent to two young people, I feel grateful and relieved that EASE is now available for grade 8-12 teachers,” said Kali Love, whose children attend school in School District 5 (Southeast Kootenay). “On top of regular school stress, social pressures and schoolwork, teenagers are tasked with balancing it all. Using EASE, teachers can help to educate my kids on managing their anxiety in a healthy way that will not only help them immediately, but will also reduce mental-health stigma in schools.”

EASE is rooted in the evidence-based principles of cognitive behavioural therapy. It first launched in 2019 to provide kindergarten to Grade 7 educators with adaptable online materials to teach students coping skills to help them manage mild to moderate anxiety. Since then, EASE at Home launched, making it easy for parents and caregivers to share the lessons with their children. The kindergarten to Grade 7 materials have also been translated into French.

The school-based resources are free and available to educators, school counsellors and support staff within school districts, independent schools and First Nations schools, following completion of a self-paced online course. EASE aligns with the B.C. curriculum and the Ministry of Education’s Mental Health in School’s strategy.

“Students have the best education experiences when they feel safe and supported,” said Jennifer Whiteside, Minister of Education. “Mental wellness is a priority as students continue to live with anxiety during the pandemic, and EASE is another resource for educators to use so that we have a variety of strategies to meet the unique needs of students.”

More than 5,500 educators are now participating and have grade-specific resources to teach students a suite of skills they can use throughout their lives. The initiative aligns with the government’s commitment to provide school-based mental-health programming and resources focused on promotion, prevention and early intervention. EASE also complements

the First Peoples Principles of Learning and supports the integration of locally adapted and applied Indigenous perspectives. An Indigenous literacy teacher and an Elder participated in the development of these resources.

As a school-based support, EASE is part of government’s ongoing work to build a seamless and co-ordinated mental health and addictions system of care in B.C. The two-year progress report on A Pathway to Hope, B.C.’s 10-year mental-health plan, was released in September 2021. As part of the plan, integrated child and youth teams will soon be in the Comox Valley and Maple Ridge-Pitt Meadows, with 20 communities expected to be on board by the end of 2023-24.

“We know that many young people are facing increased mental health challenges brought on by the pandemic,” said Sheila Malcolmson, Minister of Mental Health and Addictions. “Providing high-school teachers with the tools they need to support their students’ mental well-being will help prevent small problems from becoming bigger down the road.”

EASE 8-12 was developed by the Ministry of Children and Family Development, in collaboration with grade 8-12 teachers, school counsellors, social and emotional learning educators, youth from school districts and independent schools, Open School BC and other subject-matter experts.

Quotes:

Bev Baker, district counsellor, School District 60, Peace River North —

“This pandemic has really upped the incidents of anxiety and other mental-health issues for students and parents, adding to the high levels that were already present in our schools. EASE materials, rooted in cognitive behavioural therapy techniques, give students the skills and knowledge to combat their anxious feelings right away, and that can make a big difference in helping them believe that they can have a direct impact on managing these challenges.”

Robyn Lindahl, district behaviour specialist, School District 22 —

“These evidence-based classroom resources will really help build my knowledge about anxiety and provide easy classroom resources that couldn’t come at a better time. I plan to incorporate these into our Connections Program as an anchor to help students ground themselves whenever they need to.”

Quick Facts:

- An estimated 5.2% (39,000) of children and youth in B.C. will be affected by an anxiety disorder.
- In the McCreary 2018 BC Adolescent Health Survey, 15% of B.C. youth reported that they suffer from a mental-health condition, the most common being anxiety and panic attacks.
- Anxiety and stress problems can have a lot in common. The difference is that in an anxiety disorder, the symptoms are extreme and do not go away once the stress is over.

Learn More:

Visit the EASE website: <https://healthymindsbc.gov.bc.ca>

And see the full EASE suite here: <https://healthymindsbc.gov.bc.ca/wp->

<content/uploads/2021/09/EASE-infographic-2021.pdf>

Learn more about anxiety in children and youth from Anxiety Canada:

<https://www.anxietycanada.com/learn-about-anxiety/>

Read the Ministry of Education's Mental Health in School's

strategy: <https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf>

Learn about the First Peoples Principles of Learning: <http://www.fnesc.ca/first-peoples-principles-of-learning/>

Read the two-year progress report on A Pathway to Hope:

https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/ministries/mental-health-addictions/pathway_to_hope_update_report_final.pdf

Contact:

Ministry of Children and Family Development
Government Communications and Public
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250 818-6372

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NEWS RELEASE

For Immediate Release
2021EDUC0080-001988
Oct. 18, 2021

Ministry of Education

Seamless Day Kindergarten pilot program expands

LANGLEY – Some of B.C.’s youngest learners and their families will benefit from an expansion of the Seamless Day Kindergarten pilot program as it grows from four schools to 25.

“I’m thrilled with the success of the Seamless Day Kindergarten pilot program so far. That’s why we are expanding it to another 21 schools,” said Jennifer Whiteside, Minister of Education. “This program gives children continuity throughout the day on their learning journey. Access to quality, inclusive care and early learning is critical in supporting parents, particularly mothers, to pursue career or education goals while being confident that their kids are being cared for.”

The Seamless Day Kindergarten pilot program will employ certified early childhood educators to provide before- and after-school care in kindergarten classrooms and to support learning alongside the classroom teacher. The program makes use of existing classrooms, outside of school hours, and does not require new rooms or buildings.

The sites joining the pilot program are:

- Arrow Lakes School District (SD 10)
- Central Okanagan (SD 23)
- Chilliwack School District (SD 33)
- Conseil scolaire francophone (CSF) (SD 93)
- Gold Trail School District (SD 74)
- Gulf Islands School District (SD 64)
- Haida Gwaii School District (SD 50)
- Kamloops-Thompson School District (SD 73)
- Kootenay Lakes School District (SD 08)
- Langley School District (SD 35)
- Nanaimo-Ladysmith School District (SD 68)
- Nechako Lakes School District (SD 91)
- New Westminster School District (SD 40)
- North Okanagan-Shuswap (SD 83)
- Peace River North School District (SD 60)
- Sea to Sky School District (SD 48)
- Sooke School District (SD 62)
- Vancouver School District (SD 39)
- Vernon School District (SD 22)
- Society of Christian Schools BC (independent - two schools)

The expansion of the program will continue to foster connections between the education and child care sectors. This is part of government’s 10-year ChildCare BC plan, as the Province works

to build an inclusive universal child care system that meets B.C. communities' growing child care needs.

“Too many parents still don’t have access to the before- and after-school care they need,” said Katrina Chen, Minister of State for Child Care. “Using existing classrooms means we can create new spaces quickly, and it will make it easier for busy parents to get to work and have peace of mind knowing their kids are cared for and learning, all in one spot.”

This pilot program is currently in place at four B.C. schools: Oliver Elementary (SD 53 - Okanagan-Similkameen), West Sechelt Elementary (SD 46 - Sunshine Coast School District), Hollyburn Elementary (SD 45 - West Vancouver School District) and Errington Elementary (SD 69 - Qualicum School District).

Nicomekl Elementary school in Langley will be one of the 21 new Seamless Day Kindergarten programs. The Langley School District is continuing to work on plans to roll out this early learning-focused child care opportunity for families in the new year.

Quotes:

Andrew Mercier, MLA for Langley –

“We know there is a high demand for quality child care options. I’ve seen the success of the Seamless Day Kindergarten pilot program in other communities, creating convenient child care right in the classroom. I’m pleased that this program will be expanding to benefit many more families across the province.”

Rod Ross, chair, Langley Board of Education –

“The Langley Board of Education is excited to get this program up and running in a neighbourhood that is seeing significant growth. We know students that develop strong connections with trusted adults and have access to additional support from caring educators is vital to their success in school.”

Lisa Lainchbury, district principal, early learning, Langley School District –

“As a working parent and educator, I understand the importance of families to find affordable child care options close to home. With this program, parents will be able to work, attend post-secondary school or fulfil other family commitments while not having to worry about the health and safety of their children outside of school hours.”

Contact:

Ministry of Education
Government Communications and Public
Engagement
250 356-5963

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BLT Early Years Coalition Meeting

Date: October 7, 2021

Time: Noon

Via: Zoom

Organizations represented: OBLT, ACRA, Métis Nation BC, RDN Recreation Services, VIRL, PacificCare, Island Health, SOS, Parent Support Services

Agenda Item	Discussion
Welcoming, introductions and acknowledgements	<ul style="list-style-type: none"> Judi welcomed everyone. Read from a book titled "The Joint Indian Reserve Commission and District 69" written by Carrie Reid
First 2000 Day & Beyond Follow-up	<p>Child and Youth Wellness Action Group Update</p> <ul style="list-style-type: none"> Next meeting is on Tuesday, October 19th via Zoom. If you would like a Zoom invitation, please contact the OBLT office.
Metis Nation BC:	<ul style="list-style-type: none"> PowerPoint Presentation of Metis History and Metis Programs offered Lisa will follow up with more information and details on free workshops available
<p>Child Care Update</p> <hr/> <p>SD69 & OBLT + Community</p>	<ul style="list-style-type: none"> Errington After School Child Care: Is now open Monday-Thursday but is still need a new staff member Arrowview Kids Club: New building officially opened yesterday and will be fully operating by October 12th For information on both sites, please see the OBLT website child care section <hr/>
Early Learning & Child Care group (ELCCO)	<ul style="list-style-type: none"> <u>Getting busy with construction</u> of child care building behind Qualicum Civic Centre.

<p><u>OBLT</u> Update</p>	<ul style="list-style-type: none"> • Spooktacular – Volunteer sign up link has been sent. October 28, at StoryBook Village. 2 shorter sessions 4:00 – 5:30 & 6:00 – 7:30, 50 children, maximum 2 adults per family. Need to pre-book, no drop-ins. • Hot dogs, cider, coffee, fire truck, not encouraging food or candy handouts. • Asked Island Health for toothbrush and/or toothpaste if available. Will advise. • Decorating: OBLT will have lights put up and decorate in advance so it looks festive even for those who cannot attend. Feel free to bring additional decorations to set up. Coalition tables will be set up outside the actual building. Everyone can dress up. Hope to have exterior lights for each building • Link to sign up for building and/or individual volunteer opportunities with meeting minutes. volunteersignup.org/MDYFJ - SBV buildings volunteersignup.org/A4JYW - General sign up • WOW Bus starts October 12. Outreach StrongStart program. Doing four runs this year, up from two last year. • Munchkinland(s) are open. Book spaces online from obl.ca/calendar, positive feedback from parents. Parents enjoy having indoor play options. • WestJet Raffle, sold 141 tickets, raised \$7050 for OBLT's Technology Learning Centre. 	
<p>Community Partners Update</p>	<p>ACRA</p>	<ul style="list-style-type: none"> • Youth Basketball 16+ starts October 7. (Poster attached) • Youth Basketball 11+ hope to start January 2022 • Coombs Candy Walk Sunday, October 31 6-8pm, Coombs Fairground, admission by donation, all outside, trick or treat, Haunted House Ballenas dry grad (Poster attached) • Getting ready for Spooktacular
	<p>Parent Support BC</p>	<ul style="list-style-type: none"> • Four book clubs in progress • Virtual workshops starting in October & November
	<p>(VIRL)</p>	<ul style="list-style-type: none"> • Coordinating with TLC to run a Library Month workshop • Online children programs running well
	<p>RDN</p>	<ul style="list-style-type: none"> • Interviews for Rec Program employees • New families and talent moving in to area • Spooktacular: Have 3-6 Leaders-In-Training to help; handing out spooky stickers and will play Mummy Bowling and Jack-o-lantern Ring Toss • Lots of new kids' programs starting. Space available in parent & hockey program and skating
	<p>SOS</p>	<ul style="list-style-type: none"> • Programs started September 13; all preregistered and full, but can find a spot for everyone with cancellations • Family night on a 4-week rotation to fit everyone • Fully staffed now • Youth programs every week for each age group. Visit website for details.
	<p>VIRL</p>	<ul style="list-style-type: none"> • Everything still online, can visit other programs but not inside the library • Take and make in the library

		<ul style="list-style-type: none"> • Offering 1:1 tech help for seniors
	<u>Métis Nation BC</u>	<ul style="list-style-type: none"> • Virtual programs and events coming up for Métis Family Connection Programs
	<u>Island Health</u>	<ul style="list-style-type: none"> • Island Health team busy supporting Covid response; getting back to old way of doing things but waiting to see when children can be immunized • Interested in bringing dental health in to other programs, such as MNBC.

Next meeting: November 4, 2021 @ noon – 1:30 p.m.



Board and Trustee Representative Committee Report

SD69 QUALICUM

Trustee Representative:

R. Elaine Young

Committee Name:

Oceanside Community Track Steering Committee

Meeting Location:

Zoom

9:00 AM October 20, 2021

Mandate:

To upgrade Ballenas Secondary track so that it can be safely used by all in the Oceanside community.

Indigenous Acknowledgement:

Task List:

From last meeting – all the appointed steering committee members were contacted and invited to the meeting.

Updates:

- **School District**

Met with MLA Walker to explore grants and fundraising

Ballenas Whalers would like to partner with us to upgrade the inside of the track. May not be able to fundraise for this. They would like to right size the field, level and grass it.

This would require irrigation changes. The School District has upgraded the North field.

Support letters and shared use agreement from all levels of government.

- **Fundraising**

Working on a fundraising plan for overall management.

Pushing the social media sharing through Facebook.

Go Fund Me is seeing some big donations coming in. Average donation is \$250 to Go Fund Me. We need 851 more individuals need to donate at this level to make our goal.

Joint Interact/ORCA Bottle Drive on November 6 – Poster to follow from Jane.

Looking at fine tuning fundraising to identify a few key donors and focusing on that. We need one more significant grant to move us forward.

Fundraising committee meeting November 3 at 3:00 PM may be an hour and a half.

Rudy will set up the zoom link and the draft agenda has already been circulated.

Recommendations:

None

Next meeting November 17 at 9:00 a.m.

Rudy Terpstra will send out zoom links and invites for upcoming meetings.

SCHOOL DISTRICT 69 (QUALICUM)

STATUS OF ACTION ITEMS

Action Item	Responsibility	Status	Proposed Deadline
<p>Letter to Minister of Education – September 28, 2021 THAT the Board of Education of School District 69 (Qualicum) write a letter to the Ministry of Education to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses</p>	<p>Board Chair Secretary Treasurer</p>	<p>Copy included in agenda package</p>	<p>Completed</p>
<p>Use of Common Space for Artwork - March 10, 2020 THAT the Board of Education of School District 69 (Qualicum) ask staff to work with Parksville Civic and Technology Centre partners to develop a plan and process to allow the display of wall art from SD69 students, VIU students and community members in the communal areas of the building; and, THAT this process may serve as a vehicle for installation art, be it temporary or permanent.</p>	<p>Senior Staff</p>	<p>Deferred due to COVID</p>	<p>TBD</p>
<p>Climate Action Symposium - December 17, 2019 THAT the Board of Education of School District 69 (Qualicum) support a task force initiative to host a Climate Action Symposium in the spring of 2020</p>	<p>Climate Action Task Force Members</p>	<p>Will depend on status of pandemic in 2021-2022</p>	<p>TBD</p>

Briefing Note

Date: October 26, 2021

To: Board of Education

From: Peter Jory, Superintendent of Schools

RE: School District 69 (Qualicum) School Calendar Adjustment

Background:

On August 3rd of this year, the Provincial Government announced that British Columbia will join the Federal Government in making September 30th a statutory holiday in recognition of Truth and Reconciliation. As our School District had already set the instructional calendar for the 2021-2022 school year, it became necessary to alter our calendar to reflect this change.

September 30th was to be a non-instructional day in our School District (specifically, the Ministry Designated Day) and parents were already expecting to have their children at home, making this an easy adjustment in the short term. However, because the number of non-instructional days is set by the [Provincial Calendar Regulation](#), we are compelled to replace that lost day in the calendar. Through consideration of our existing calendar and consultation with the Mount Arrowsmith Teacher's Association, we have selected February 7th as the new potential date for the Ministry Designated Day. This date was shared with parents and staff through email and comments were collected in a Google Form.

Comment Summary:

The Google Form received 46 comments. More than half were very brief, and most of these were in the affirmative. Other response included suggestions for other dates, often with a rationale on why that date would be better than the one we have chosen, noting that an earlier date would give more time to enact the planning that will occur on that day. Aside from giving parents enough time to find child care, this would have been our preference if we were able to locate a date without creating other scheduling pressures.

There were two other response types that emerged that should be mentioned. One is the overall number of non-instructional dates, which is a common concern for parents. This indicated that we might invest more time in communicating that the number of non-instructional dates is not a district decision. The other type of response expressed a discomfort with short weeks, and suggested that we attach non-instructional days to long weekends as often as possible, creating longer breaks for families that occur less frequently. Staff does give this preference a strong consideration when creating draft calendars for consultation, but we were unable to agree on a date with that feature during this revision process.

The comments collected in this from were consistent with comments I have received in previous calendar surveys in other districts.

Recommendation:

THAT the Board of Education of School District 69 (Qualicum) approve the revised District Instructional Calendars for 2021-2022 as presented.

Respectfully submitted,



Peter Jory

Superintendent of Schools/CEO



Local School Calendar 2021 to 2023 – **REVISED DRAFT**

Designation	2021-2022	2022-2023
Days in Session	Now 186 – Was 187	187
Days of Instruction	Now 178 – Was 179	179
Instructional Hours Kindergarten	Now 848 – Was 853	853
Instructional Hours Elementary	Now 873 – Was 878	878
Instructional Hours Secondary	Now 947 – Was 952	952
Schools open Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only	Tuesday, September 7	Tuesday, September 6
Ballenas and Kwalikum Secondary First day for grades 9-12 students	Wednesday, September 8	Wednesday, September 7
National Day of Truth & Reconciliation	Thursday, September 30	
Pro-D Day - Non-instructional Day	Friday, October 1	Monday, September 26
Thanksgiving Day	Monday, October 11	Monday, October 10
Conferencing Adjustment - Non-instructional Day		Thursday, October 20
Provincial Pro-D Day - Non-instructional Day	Friday, October 22	Friday, October 21
Remembrance Day	Thursday, November 11	Friday, November 11
Conferencing Adjustment - Non-instructional Day	Friday, November 12	
Winter Vacation Period	December 20 to January 3	December 19 to January 2
Schools Reopen after Winter Vacation	Tuesday, January 4	Tuesday, January 3
Secondary Semester Two Begins	TBD	TBD
District-Wide Planning Day – Non-instructional Day	Monday, February 7	TBD
Provincial Pro-D Day - Non-instructional Day	Friday, February 18	Friday, February 17
BC Family Day	Monday, February 21	Monday, February 20
Spring Vacation Period	March 14 to March 25	March 20 to March 31
Schools Reopen after Spring Vacation Period	Monday, March 28	Monday, April 3
Good Friday	Friday, April 15	Friday, April 7
Easter Monday	Monday, April 18	Monday, April 10
School-Based Pro-D Day - Non-instructional day		Thursday, May 18
Conferencing Adjustment- Non-instructional day	Friday, May 20	Friday, May 19
Victoria Day	Monday, May 23	Monday, May 22
School-Based Pro-D Day - Non-instructional day	Friday, June 3	
Final Day for Students - Schools dismiss three hours early	Wednesday, June 29	Thursday, June 29
Administrative Day - Non instructional Day	Thursday, June 30	Friday, June 30



False Bay School Calendar 2021-2022 – REVISED DRAFT

Designation	2021-2022
Days in Session	Now 176 – Was 177
Days of Instruction	Now 168 – Was 169
Instructional Hours Elementary	Now 873 – Was 878
Instructional Hours Secondary	Now 947 – Was 952
Schools open - Regular start time and schools dismiss three hours early. Ballenas & Kwalikum Secondary – Grade 8’s only	Tuesday, September 7
Ballenas & Kwalikum Secondary - First day for Gr 9-12	Wednesday, September 8
National Day of Truth & Reconciliation	Thursday, September 30
Provincial Pro-D Day - Non-instructional Day	Friday, October 1
Thanksgiving Day	Monday, October 11
Provincial Pro-D Day - Non-instructional Day	Friday, October 22
ALTERED FRIDAY	Friday, November 5
Remembrance Day	Thursday, November 11
Conferencing Adjustment - Non-instructional Day	Friday, November 12
ALTERED FRIDAY	Friday, November 26
ALTERED FRIDAY	Friday, December 10
Winter Vacation Period	December 20 to 31
Schools Reopen after Winter Vacation	Tuesday, January 4
ALTERED FRIDAY	Friday, January 14
ALTERED FRIDAY	Friday, January 28
Secondary Semester Two Begins	TBD
ALTERED FRIDAY	Friday, February 4
District-Wide Planning Day – Non-instructional Day	Monday, February 7
ALTERED FRIDAY	Friday, February 11
Professional Development Day - Non-instructional Day	Friday, February 18
BC Family Day	Monday, February 21
ALTERED FRIDAY	Friday, March 4
Spring Vacation Period	March 14 to 25
Schools Reopen after Spring Vacation Period	Monday, March 28
ALTERED FRIDAY	Friday, April 8
Good Friday	Friday, April 15
Easter Monday	Monday, April 18
ALTERED FRIDAY	Friday, May 6
Conferencing Adjustment - Non-instructional day	Friday, May 20
Victoria Day	Monday, May 23
School-Based Pro-D Day - Non-instructional day	Friday, June 3
Final Day for Students - Schools dismiss 3 hours early	Wednesday, June 29
Administrative Day - Non-instructional Day	Thursday, June 30



CEAP Calendar - 2021 to 2023 – REVISED DRAFT

Designation	2021-2022	2022-2023
Days in Session	207	207
CEAP is a distributed learning program where students participate, in the most part, in home-based learning. From time to time, students attend group activities in the community and CEAP classrooms, according to schedules distributed by program teachers.		
Canada Day	Thursday, July 1	Friday, July 1
Start of Summer School/Programs	Monday, July 5	Monday, July 4
School Program Closed	Monday, August 2	Monday August 1
Intake Commences for Programs	Monday, August 30	Monday, August 29
Schools open <small>Regular start time – schools dismiss three hours early Ballenas and Kwalikum Secondary – grade 8 students only</small>	Tuesday, September 7	Tuesday, September 6
Ballenas and Kwalikum Secondary First day for grades 9-12 students	Wednesday, September 8	Wednesday, September 7
National Day of Truth & Reconciliation	Thursday, September 30	Friday, September 30
Pro-D Day - Non-instructional Day	Friday, October 1	Monday, September 26
Thanksgiving Day	Monday, October 11	Monday, October 10
Conferencing Adjustment - Non-instructional Day		Thursday, October 20
Provincial Pro-D Day - Non-instructional Day	Friday, October 22	Friday, October 21
Remembrance Day	Thursday, November 11	Friday, November 11
Conferencing Adjustment - Non-instructional Day	Friday, November 12	
Winter Vacation Period	December 20 to 31	December 19 to December 30
Schools Reopen after Winter Vacation	Tuesday, January 4	Tuesday, January 3
District-Wide Planning Day – Non-instructional Day	Monday, February 7	TBD
Pro-D Day - Non-instructional Day	Friday, February 18	Friday, February 17
BC Family Day	Monday, February 21	Monday, February 20
Spring Vacation Period	March 14 to March 25	March 20 to March 31
Schools Reopen after Spring Vacation Period	Monday, March 28	Monday, April 3
Good Friday	Friday, April 15	Friday, April 7
Easter Monday	Monday, April 18	Monday, April 10
School-Based Pro-D Day - Non-instructional day		Thursday, May 18
Conferencing Adjustment- Non-instructional day	Friday, May 20	Friday, May 19
Victoria Day	Monday, May 23	Monday, May 22
School-Based Pro-D Day - Non-instructional day	Friday, June 3	
Final Day for Students - Schools dismiss three hours early	Wednesday, June 29	Thursday, June 29
Administrative Day - Non-instructional Day	Thursday, June 30	Friday, June 30



SCHOOL DISTRICT No.69 (QUALICUM)

Class Size Report - October 15, 2021 Snapshot

School	Division or Course Name	Class Size
Ballenas Secondary School	Active Living 11, 12	31
Ballenas Secondary School	BA Leadership 10A, 11A and 12A	37
Ballenas Secondary School	Composition 10/EFP Literary Studies 10	31
Ballenas Secondary School	Instrumental Music Concert Band 10, 11, 12	36
Ballenas Secondary School	Political Studies	31
Ballenas Secondary School	Science 10	31
Ballenas Secondary School	Visual Arts/Media Arts/Photograph 10, 11,12	31

This declaration is to confirm that I have received and reviewed the Principals' reports for all schools and classes, and I verify that as of the date of this report the organization of classes in the school district:

- (a) is in compliance with the provisions as defined in the School Act and related regulations and,
- (b) is appropriate for student learning.

Respectfully submitted,

Gillian Wilson
Associate Superintendent



Education Committee of the Whole Report
Tuesday, October 19, 2021
VIA ZOOM
2:30 p.m.

Mandate: *To discuss and make recommendations to the board on the general directions for education in the district, and to serve as a vehicle for regular reports to the board on educational programs and services.*

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES

2. OPENING COMMENTS

3. SHARED LEARNING

a. Springwood Elementary School - T&R Clay Hearts & Oral Storytelling

Springwood Elementary school presentation of their Truth and Reconciliation clay hearts. Beautiful hearts that have decorated the trees outside of the school. A wonderful project with all grades participating and included age-appropriate learning. Call to Action poster in the main hallway, all student led and created.

b. Career Education – Don Bold

Career Education with Don Bold. A great overview of our program that works for successful student transitions, starting in Elementary and concluding in Secondary with post-secondary visits. Some highlights are 'Try a Trade', work experience 12A and 12B, skill samplers all with ITA supports, dual credit with North Island College and Vancouver Island University.

c. Update from Director of Instruction

i. School Sports – basketball season is underway; volleyball season starts next; and a track program is planned for the spring.

ii. Assessment Dinner Series have begun with up to 70 teachers attending who have an appetite for assessment.

iii. Teaching and Learning – Mr. Terpstra introduced Alanna Whitaker, the Indigenous Teaching and Learning Support Teacher. Her enthusiasm for coaching and mentoring teachers with locally sourced Indigenous learnings, as well as knowledge from across Canada, has been valuable already and she has many more ideas and plans for supporting Indigenous learnings in the District.

4. INFORMATION

a. Update was received re: School Meetings for Enhancing Student Learning Plans which are being reviewed with administrators of each school/program by the Superintendent, Associate Superintendent and the Director of Instruction.

b. Alt Ed Program Review – this is a standing item on agenda

c. Enrolment Update – 4272 FTE as of September 30th

- d. Education Tech Committee – has not met yet this year
- e. Learning Grants – the application was provided as an attachment to the agenda. Some of the topics of this year’s focus are: Universal Design for Learning (UDL), executive function, social justice, mental health, Social and Emotional Learning (SEL), play-based learning, and physical literacy.
- f. Seamless Day – The Errington Seamless Day is up and running and feedback is positive.

5. DISCUSSION

6. QUESTION PERIOD

7. FUTURE TOPICS

8. NEXT MEETING DATE:

- Tuesday, November 16, 2021 at 2:30 p.m. (via Zoom until further notice)

9. ADJOURNMENT



SAFE, ~~CARING~~ COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

CONTEXT:

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

POLICY STATEMENT:

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

GUIDING PRINCIPLES:

The Board believes that:

1. All schools must provide a positive, responsive, safe, compassionate, and inclusive environment for all learners. (Policy related to staff safety can be found [in the 600 series.](#))
2. Educational equity is paramount and we must recognize and celebrate diversity in our schools and community.
3. School Districts must work with all community partners to actively develop and collaboratively maintain protocols that support safety and inclusion while protecting against any violence or safety concerns.

The Board expects that:

1. Each school will establish procedures, protocols and practices that create and enhance safe, compassionate and inclusive environments. These will be evident in each school's code of conduct.
2. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
3. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
4. District wide professional learning for educators will continuously provide best practices.
5. All staff shall have a clear understanding of the impacts of trauma, including intergenerational trauma, and actively practice trauma informed teaching and intervention.
6. The right of individuals to be different, and to consider themselves different will be respected as long as their individual expression does not compromise a safe, compassionate and inclusive environment.



SAFE, ~~CARING~~ COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

REFERENCES:

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

DATES OF ADOPTION/AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.11.22: 2018.01.23



Purpose

The Board of Education recognizes its responsibility to provide safe, caring compassionate and inclusive learning environments in our schools. Bullying, intimidation, discrimination, harassment and violence are behaviours that can disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. Therefore, bullying, intimidation, discrimination, harassment, or violence constitute serious misconduct that warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures that are designed to prevent it from occurring.

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

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

School Codes of Conduct

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

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

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

1. This code shall establish expectations for student conduct:
 - a. within the school facility in all school programs and activities
 - b. outside the school facility in all school programs and activities
 - c. going to and from school, when the school deems it to be appropriate
2. Principals and Vice-Principals have the overall responsibility to see that Codes of Conduct are enforced and have paramount authority for the discipline of students.
3. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.



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

Student Dress Code

1. Each school is required to develop, in consultation with students, parents, teachers, staff and administrative personnel, a school dress code.
2. The school's dress code may be incorporated into the school's student Code of Conduct.
3. The school's dress code should guide and support students and parents to making appropriate individual choices around attire suitable for a learning environment.
4. The school's dress code may be reviewed annually by students, parents, teachers, staff and administrative personnel as part of the Code of Conduct.

Education for Prevention of Bullying, Intimidation, Discrimination, Harassment and Violence

The Board expects that each school in the district will ensure:

- a. that communication with parents, at least annually, includes emphasis of the seriousness with which the district regards bullying, intimidation, discrimination, harassment, or violence and the provisions of this administrative procedure.
- b. that students are informed on an annual basis, in language appropriate to their age level about the following:
 - the definition of bullying, intimidation, discrimination, harassment, and violence



- the expectations of the district for student conduct with regard to bullying, intimidation, discrimination, harassment, and violence - including the obligation of students to report to adults incidents of bullying, intimidation, discrimination, harassment, or violence
- the interventions listed in this administrative procedure

The Goals for SOGI Inclusive Education in School District No. 69 (Qualicum) are as follows:

Visibility

The diversity of sexual orientations, gender identities and expressions are recognized and valued.

Protection

The dignity of all people across the sexual orientation and gender identity (SOGI) spectra is preserved and protected from harm.

Inclusion

Equitable treatment and inclusion are a reality for people of all sexual orientations, gender identities and gender expressions.

How We Are Committing Ourselves to Achieving These Goals:

Developing Common Language and Understandings

Staff and learners will be well-informed and equipped with appropriate and respectful language. We acknowledge that language is ever evolving and that the individual is always the expert on how they may identify and when it comes to the language or terms they consider respectful and inclusive.

Glossary of SOGI Terms for Staff and Learners to Support and Inform our Work:

Agender - Describes a person who identifies as having no gender.

Ally - A person who supports and stands up for the rights of LGBT people.

Asexual - Describes a person who experiences little or no sexual attraction to others. Asexuality is not the same as celibacy.

Assigned sex at birth - The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.

Bisexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender and people of other genders.

Cisgender - A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).



Gay - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender. It can be used regardless of gender identity, but is more commonly used to describe men.

Gender binary structure - The idea that there are only two genders, boy/man/male and girl/woman/female, and that a person must strictly fit into one category or the other.

Gender dysphoria - Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth.

Gender expression - This term describes the ways (e.g., feminine, masculine, androgynous) in which a person communicates their gender to the world through their clothing, speech, behavior, etc. Gender expression is fluid and is separate from assigned sex at birth or gender identity.

Gender fluid - Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some of the time, and another gender at other times.

Gender identity - A person's inner sense of being a boy/man/male, girl/woman/female, another gender, or no gender.

Gender non-conforming - Describes a gender expression that differs from a given society's norms for males and females.

Gender role - A set of societal norms dictating what types of behaviors are generally considered acceptable, appropriate, or desirable for a person based on their actual or perceived sex.

Heterosexual (straight) - A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.

Lesbian - A sexual orientation that describes a woman who is emotionally and sexually attracted to other women.

Non-binary - Describes a person whose gender identity falls outside of the traditional gender binary structure.

Pansexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of all gender identities.

Queer - An umbrella term used by some to describe people who think of their sexual orientation or gender identity as outside of societal norms. Some people view the term queer as more fluid and inclusive than traditional categories for sexual orientation and gender identity. Due to its history as a derogatory term, the term queer is not embraced or used by all members of the LGBT community.

Questioning - Describes an individual who is unsure about or is exploring their own sexual orientation and/or gender identity.



Sexual orientation - How a person characterizes their emotional and sexual attraction to others.

Transgender - Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.

Two-Spirit - Describes a person who embodies both a masculine and a feminine spirit. This is a culture-specific term used among some Native American, American Indian, and First Nations people.

(Credit: National LGBT Health Education Centre)

Providing Safe and Inclusive Learning Environments

Staff will commit to both proactive measures and responsive actions in order to ensure that sexual orientation and gender identity are not barriers to learner participation in all aspects of school life or a factor in their safety/wellbeing while in our care.

Recognizing the Right to Self-Identification

Learners will have the right to self-identification, which includes the name by which they wish to be addressed and the preferred pronouns that correspond to their gender identity.

Protecting Confidentiality

Learners will have the right to the confidentiality of their official and/or preferred sex, gender, and name.

Broadening Dress Guidelines

Learners are entitled to gender expression through what they wear to school. Dress codes are to support and guide appropriate learner choice in this regard.

Offering Integrated and Inclusive Activities

We will strive to offer integrated and inclusive activities which enable learners to participate in teams and groups that they feel correspond with their gender identity. Students will be included and accommodated in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar clubs.

Providing Training to Staff

All staff will be provided with knowledge, strategies and tools to develop a broad understanding of SOGI issues and to inform their practices in working with learners.

Promoting Inclusive Learning Experiences

Staff will ensure that classroom materials and activities will contain positive images and accurate information about sexual orientation, gender identity and gender expression.



Providing Safe, Respectful and Inclusive Facilities

Learners may choose to use washrooms and change rooms that match their gender identity. Staff will endeavor to provide washroom and change room options that support and honour learner choice.

Complaints of Bullying, Intimidation, Discrimination, Harassment, or Violence

An allegation of bullying, intimidation, discrimination, harassment, or violence shall be made informally through a verbal report to a staff member or, more formally, in writing to the Principal or Vice-Principal of the school or a district administrator. A trusted adult may accompany students making complaints.

Complaints may be made anonymously but those making such complaints should understand that an anonymous complaint might not be resolved satisfactorily due to the limitations placed on an investigation by anonymity.

Persons lodging complaints may request that their identity be kept confidential for fear of reprisal. Staff should endeavour to honour such requests but any person lodging a complaint must be informed that due process may, at some stage of the investigation and intervention process or of a subsequent legal process, require the District to release all information.

All staff are responsible for receiving complaints of bullying, intimidation, discrimination, harassment, or violence and for ensuring that the most appropriate staff member is informed of the complaint.

Falsely Reporting Bullying, Intimidation, Discrimination, Harassment, or Violence

It is a violation of this district administrative procedure to knowingly report false allegations of bullying, intimidation, discrimination, harassment, or violence. Persons found knowingly to have filed a false report will be subject to appropriate discipline and/or the filing of a complaint with other appropriate authorities.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of bullying, intimidation, discrimination, harassment, or violence. Reprisal/retaliation or shunning/isolation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Possession or Use of Weapons

The District considers the possession or use of any weapon or simulated weapon by anyone on or near school premises to be a serious threat to the school environment and to the safety of students and staff. Staff are to take appropriate action to ensure the safety and well-being of students and staff.

Violent incidences must be documented as indicated and reported to the student's parents and a Violence, Threat-Making and Rapid Assessment (VTRA) completed.

Where a Principal/Vice-Principal reasonably believes that a person on or near school premises is in possession or has used a weapon, that person shall:



- a. invoke the appropriate All Hazards Emergency Procedure in order to minimize the risk of injury to any person
- b. immediately notify the police and the Superintendent of Schools or designate
- c. ensure the weapon is removed from school premises (confiscated)
- d. contact parent/guardian

Resultant consequences will range from school disciplinary action to charges being laid by the police depending on specific circumstances.

Investigation

All complaints of bullying, intimidation, discrimination, harassment, or violence will be taken seriously and will be followed up in a timely manner. In cases a criminal offence has occurred, the school or district administration will notify the RCMP. Similarly, in all cases where child abuse is suspected, a report will be made to the appropriate ministry. An investigation of bullying, intimidation, discrimination, harassment, or violence shall include obtaining input from the person(s) alleged to have been harmed by the behaviour, from the alleged perpetrator and from one witness, (if one exists) to the alleged behaviour.

More intensive interviewing of those involved and/or of witnesses may be required at the discretion of the investigator, depending on the nature of the behaviour or incident.

Intervention

When there is a finding that misconduct has occurred, intervention will be:

- appropriate to the degree of misconduct
- educative, preventive and/or restorative
- implemented in a timely manner
- appropriate intervention may include, for example, one or more of the following actions:
- an opportunity for those harmed by the behaviour to explain to the perpetrator that his/her conduct is unwelcome, offensive or inappropriate either in writing or face-to-face
- a statement from the Principal/designate to an individual that such behaviour is not appropriate and could lead to discipline
- a general public statement from the Principal/designate to the school as a whole which outlines this administrative procedure without identifying those involved or revealing details of previous behaviour or incidents
- arranging measures which are designed to provide those harmed with restitution of status or sense of self-worth
- counselling or educative measures designed to support any students involved with bullying, intimidation, discrimination, harassment, or violence – including both those who may have been harmed and those who are responsible
- disciplinary measures up to and including suspension or expulsion from a regular educational program
- notification of other agencies as deemed by the Principal/designate to be appropriate or legally required



Student Locker Searches

A student locker search may be undertaken if there are reasonable grounds to believe that a school rule has been or is being violated and that evidence of the violation will be found in the student's locker.

1. All requests/questions regarding student locker searches will be referred to the Principal of the school.
2. Students shall be advised at the time they are assigned a locker of the following Rules and Conditions of Use under which the locker is assigned:

The locker is assigned to a student for use during the school year based on the following rules and conditions of use:

- a. Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
- b. Only approved locks may be used on student lockers and the combination of the lock must be registered at the office.
- c. No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
- d. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school policies and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.
- e. Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.
- f. If any student has reason to believe that any locker contains anything which would threaten the safety of other students, staff or any other person, that student is expected to immediately report the information to a teacher, Vice Principal or Principal. The name of the student making the report will be kept confidential.

Questioning of Students by Law Enforcement Authorities

School and District administration should be aware of the current provisions and requirements of the *Youth Criminal Justice Act* and other pertinent legislation.

Issues of particular importance to school and District administration in current legislation are:

- a. the 'ban on publication' provisions which seek to protect the identity of young offenders or those accused or suspected of committing an offence
- b. the potential admissibility of all statements made by students to school authorities

The RCMP School Liaison Officer is authorized to discuss police matters directly with students at the school and, where appropriate or required by law, make contact with the parent or guardian of a student being questioned. This does not preclude the questioning of students by other RCMP officers who have the legal right to do so.

Where practicable, the designated RCMP School Liaison Officer should be involved when students are to be questioned by police.



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Should the parent or guardian not be available, the Principal or designate may, with the agreement of the student, act in loco parentis with his/her primary concern being the protection of the rights of the student.

No school district employee shall act or be required to act as a representative of the police.

Routine cooperation with the police, where such cooperation is a legal or reasonable expectation of school and district personnel such as providing student contact information or arranging meeting space, does not constitute acting as a representative of the police.

The Principal or designate acting in loco parentis in a police investigation shall not assume the lead role in subsequent school investigations or outcomes related to the matter(s) originally under investigation.

Unless otherwise instructed by the RCMP, the Principal or designate (as soon as practicable) shall inform the parent and/or guardian of any case where a student is accused of an alleged offence or is apprehended.

The Principal or designate shall proceed with any school-level investigation and/or other discipline-related steps as necessary pursuant to school and district policy.

The Principal or designate shall make it clear to students and parents that school-related consequences may be determined separately from the police investigation and outcomes, and that information gained from statements by students to police may result in school and/or school district level consequences.

Violence, Threat, Risk Assessment (VTRA)

Trained multidisciplinary teams at both the school and district level will be guided by the *Assessing Violence Potentials: Protocol for Dealing with High-Risk Student Behaviours* when responding to threats.

Each school is to review this threat assessment policy with all staff and students at the beginning of each school year as well as with the school PAC, and with parents/guardians through the school newsletter and/or website in order to provide "Fair Notice" that each threat will be taken seriously.

Students and staff who become aware of a threat have a duty to inform the school Principal/Vice Principal immediately.

The Principal or Vice Principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school Code of Conduct as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.

The School Threat Assessment Team is to be notified of all threats or violent situations and will coordinate the school's Threat Assessment Procedures.

The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the suspension policy until such time as an adequate intervention plan can be implemented as appropriate.



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School Threat Assessment Teams may be formed to assess intervention needs, based on the level of the threat (low, medium, high), consult with outside experts, and provide intervention recommendations to the school coordinator and to the school Principal as per the District VTRA intervention planning document.

When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians when it is deemed appropriate. Whenever possible, parents should be an integral part of the VTRA process.

For serious threats requiring significant interventions and protection of students and/or staff, a District Threat Assessment Team will be convened by the Safe Schools Coordinator or Superintendent.

The District Threat Assessment Team will meet with the School Threat Assessment Team coordinator to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school Principal for action and the Superintendent of schools for information.

The resulting VTRA report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.

If students are suspended for threat containment purposes for up to and including 5 school days as per Board Policy 7001: *Student Discipline and its attendant Administrative Procedure* until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 5 days to ensure student safety and well-being. Any recommended suspensions over 5 school days will be referred to the District Discipline Committee as per Board Policy 7001: *Student Discipline*.

Schools are to report all threats involving threat assessment procedures to the Superintendent's office outlining the incident, the assessed threat level, actions and interventions taken and planned.

Any communication with the media regarding incidents of violence, risk or threat will be done through the Superintendent's office.

Appeal

All decisions of the Board or district staff are subject to appeal pursuant to Section 11 of the *School Act* and Board Bylaw 5: *Parent/Student Appeals to the Board of Education* and its attendant Administrative Procedure.

Other Laws

Nothing in this administrative procedure precludes any person harmed by alleged bullying, harassment, intimidation or violence from exercising his/her rights under procedures outlined in other laws; for example, *the Criminal Code of Canada* or civil action.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 7000 700

SAFE, CARING COMPASSIONATE AND INCLUSIVE SCHOOL COMMUNITIES

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Other District Policies and Procedures

Nothing in this administrative procedure is intended to prohibit discipline or remedial action for inappropriate student conduct that falls outside of the definition of bullying, intimidation, discrimination, harassment, or violence as defined in Board Policy 7000: *Safe, Caring Compassionate and Inclusive School Communities*, but which is or may be prohibited by other district policies or by school codes of conduct.

References:

- *Board Policy 700: Safe, Caring Compassionate and Inclusive School Communities*
- *Board Policy 701: Student Discipline and its attendant Administrative Procedure*
- *Violence, Threat-Making, Risk and Threat Assessment Community Protocol*
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
- *Youth Criminal Justice Act*
- *Guidelines: School Support for Trans and Gender Non-Conforming Students (Vancouver School Board)*
- *SOGI 1-2-3*
- *National LGBT Health Education Centre*

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23



~~The Board of Education believes that a positive discipline program at all times is intended:~~

- ~~a. to develop and maintain an environment in which all students are able to learn.~~
- ~~b. to protect the rights of all students to learn.~~
- ~~c. to encourage all students to reach their full potential.~~

~~The Board of Education expects that students shall comply with Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education in order to maintain an environment conducive to learning. All students need to be provided with the greatest possible assistance and support from within and outside the system. Out-of-school suspension should be used judiciously in the context of a progressive discipline model.~~

~~The Board of Education will ensure that all students who have been suspended for more than five (5) days and who appear before a District Discipline Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.~~

CONTEXT:

In order for learning to occur students must feel and be safe at school. The Board works actively and persistently to create and maintain safe, compassionate and inclusive school communities as per Board Policy 700. Infractions to students' feeling and being safe at school will occur and require intervention and action on the part of the school and/or the district.

POLICY STATEMENT:

The Board will maintain an environment that supports learning through ensuring schools are safe, compassionate and inclusive. Should incidents occur that compromise this environment, efforts at the classroom, school and district level may be used to restore the environment.

GUIDING PRINCIPLES:

The Board believes in modelling and using a positive discipline program that will

1. Preserve and support a safe and effective learning environment that allows students to reach their full potential.
2. Model and educate students to practice positive social behaviors, healthy life skills and habits.

The Board expects:

1. All students will always comply with the codes of conduct while on school grounds or attending school (or district) sanctioned events.
2. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
3. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
4. Should a disciplinary response be required, it will be progressive, and individualized.
5. School and community resources may provide students with additional support.
6. Interventions may happen at the classroom, school or district level and will typically progress through these levels; however, serious infractions may result in escalation to school or district.



7. Out-of-school suspension should be used judiciously in the context of a progressive discipline model and reserved for cases that impact the safety of those in the learning environment, such as bullying, violence, weapons, and illegal use of substances.
8. That all students who have been suspended for more than five (5) days and who appear before a District Discipline Student Review Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.

REFERENCES:

- *Administrative Procedure: Student Discipline*
- *The School Act: Sections 26, 85(2)(c)(ii), 85(2)(d)*
- *Charter of Rights and Freedoms*

DATES OF ADOPTION/AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.12.13: Reviewed October 2017:

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ADMINISTRATIVE PROCEDURE TO BOARD POLICY 7004 701

STUDENT DISCIPLINE

1. The Board delegates the right and responsibility to teachers and school-based principals/vice-principals to require students to apply themselves to their studies and to abide by the Code of Conduct established in a school. Paramount authority in this regard rests with the administrative officers with a school.
2. The Board requires that teachers and principals/vice-principals take appropriate progressive disciplinary action when:
 - a. students fail to abide by the Code of Conduct established in a school to the extent that their behaviour is wilfully disobedient or has a harmful effect on other students; or,
 - b. students fail to apply themselves to their studies.
3. School personnel shall be guided by Section 85 of the *School Act* in all of their dealings with students.
4. Students failing to comply with the Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education may be suspended according to Section 85(2) (d) of the *School Act*. Principals or Vice Principals, when suspending a student, must ensure that an educational program is available for the student during the period of suspension. Parent/guardian(s) shall be notified that the school will provide an educational program and the nature and expectation of that program.
5. Principals and Vice Principals may suspend students for up to five (5) school days as a disciplinary measure. When a student is suspended from school, the student shall remain at the school under the Principal's or Vice Principal's supervision and control until contact has been established with the student's parent/guardian(s) or the designated adult family alternative and a plan has been put in place for the student to be returned to the authority of the parent/guardian(s). The Principal or Vice Principal shall notify the student and parent/guardian(s) verbally followed by a letter to the parent/guardian(s) with a copy being forwarded to the Superintendent of Schools and/or designate.
6. The Principal or Vice Principal, where appropriate, shall arrange a meeting with the student and ~~his/her~~ **their** parent/guardian(s) to resolve the suspension and to establish conditions and expectations which will govern the student's return to school.
7. Any recommended suspension of longer than five (5) school days must be in accordance with Section 85(2)(d) of the *School Act* and shall be immediately reported to the parent/guardian(s) verbally and confirmed in writing by mail or be delivered by hand. The Superintendent of Schools and/or designate must be notified and shall arrange a District Student Review Committee hearing.
8. All written reports, including pertinent student records and information, from teachers and the school administration shall be submitted to the Superintendent of Schools and/or designate within three (3) school days of the student's suspension from school. Copies of pertinent written reports shall be made available to the parent/guardian(s) and the student at least twenty-four (24) hours prior to the hearing.



9. When students have been suspended for more than five days the Superintendent of Schools and/or designate shall convene the District Student Review Committee made up of the Superintendent of Schools or designate and up to three non-involved Principals/Vice Principals and/or community professionals.

This District Student Review Committee shall meet with the student, the parent/guardian(s), and the referring Principal/Vice Principal to understand the circumstances leading to the suspension and to make recommendations regarding resolution of the suspension.

After the student, the parent/guardian(s) and the referring Principal/Vice Principal have left, the District Student Review Committee shall consider the educational and support options and/or program offerings available for the student and decide the most appropriate action to take.

10. The decision of the District Student Review Committee will, in most cases, be communicated by telephone, through the Superintendent of Schools and/or designate, to the parent/guardian(s) and the student and the Principal/Vice Principal within twenty-four (24) hours of the hearing.
11. Written confirmation shall be directed to the parent/guardian(s) and the student and the referring Principal/Vice Principal by the Superintendent of Schools and/or designate. A copy of Bylaw No. 5 (Appeals) shall be attached to the letter.'
12. To protect the student's right to privacy, all copies of written reports originally distributed to District Student Review Committee members shall be collected and destroyed immediately after the committee's decision. The original documentation will be held in a confidential file under the jurisdiction of the Superintendent of Schools.

References:

- *Board Policy ~~7004~~ **701**: Student Discipline*
- *The School Act: Sections 26, 85(2)(c)(ii), 85(2)(d)*
- *Charter of Rights and Freedoms*

Dates of Adoption/Amendments:

Adopted: 1998.02.24
Amended: 2000.08.29: 2016.12.13: Reviewed October 2017



CONTEXT:

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

POLICY STATEMENT:

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

GUIDELINES:

The Board believes:

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

DEFINITIONS:

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

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

REFERENCES:

- *Administrative Procedure: Employee Conflict of Interest*

DATES OF ADOPTION/AMENDMENTS:

Adopted: 1984.10.03

Amended: 1986.08.27: 1990.03.28: 1991.09.10: 2005.03.29: 2018.01.23



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

Page 1 of 3

Understanding Conflict of Interest

The issue of conflict of interest is a delicate one that must be handled with the utmost care and consideration for employees while still adhering to an unwavering commitment to high standards of employee conduct including but not limited to the following:

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

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

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

It is essential that employees recognize their responsibility to ensure that confidential information received as a result of employment with the District remains confidential, and not be divulged to anyone other than individuals authorized to receive such information. This includes confidential information received verbally or in written or electronic form. Disclosure of confidential information may put employees in a position of conflict of interest, and great care must be taken when communicating with individuals both inside and outside of the District.

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

- the employee's ability to act in the public interest could be impaired.
- the employee's actions or conduct could undermine or compromise the public's confidence in the employee's ability to discharge work responsibilities.
- the trust that the public places in the public service is undermined.

Expectations for Employees

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

The Superintendent is expected to request a determination of the Board before engaging in any activity that might reasonably give rise to questions about a possible conflict of interest.

A breach of the conflict of interest policy is considered to be a serious breach of an employee's obligations and as a result, may result in discipline up to and including dismissal.

While the Board recognizes the right of public service employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of the employee's job-related duties.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

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Employees are to disqualify themselves as participants in personnel decisions when the employee's objectivity would be compromised for any reason, benefit or perceived benefit which could accrue to them. For example, employees are not to participate in staffing actions involving direct relatives or persons living in the same household.

Upon accepting a position in the District, employees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

Representative Examples of Conflict of Interest

Examples of conflicts of interest include, but are not limited to, the following:

- An employee uses District property or the employee's position to pursue personal interests.
- An employee is under obligation to a person who might benefit from or seek to gain special consideration or favour.
- An employee, in the performance of duties, gives preferential treatment to an individual, corporation or organization, including a non-profit organization, in which the employee, a relative or friend of the employee has an interest, financial or otherwise.
- An employee benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of the employee's employment.
- An employee benefits from, or is reasonably perceived by the public to have benefited from, a government transaction over which the employee can influence decisions (for example, investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals or appointments)
- An employee requests or accepts from an individual, corporation or organization, directly or indirectly, a personal gift or benefit that arises out of the employee's employment in the District other than the exchange of normal hospitality between persons doing business together or gifts to persons participating in public functions.

Employees are in a conflict of interest when dealing with direct relatives or individuals who permanently reside with them when the following working relationships exist:

- A reporting relationship exists where one employee has influence, input or decision-making power over the other employee's performance evaluation, salary, premiums, special permissions, conditions of work and similar matters.
- The working relationship affords an opportunity for collusion between the two employees that would have a detrimental effect on the employer's interest.

The above restriction on working relationships may be waived provided that the Superintendent or Secretary-Treasurer is satisfied that sufficient safeguards are in place to ensure that the employer's interests are not compromised.

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

- Interfere with the performance of the employee's duties as an employee of the District.
- Bring the District into disrepute.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

Page 3 of 3

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

Duty to Report

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

An employee who alleges conflict of interest on the part of another employee, may report this to the employee's Principal or Supervisor, in writing. If the employee whose actions are being questioned is the direct Supervisor, the matter may be reported to the Superintendent of Schools or Secretary-Treasurer.

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

References:

- *Board Policy 601: Employee Conflict of Interest*

Dates of Adoption/Amendments:

Adopted: 2018.01.23

Amended:



CONTEXT:

The Board of Education of School District 69 (Qualicum) 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 of Education of School District 69 (Qualicum) 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.
3. Treating any claim of bullying or harassment as serious and taking immediate action.

GUIDING PRINCIPLES:

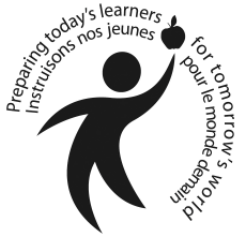
1. **The Board recognizes the rich diversity of Canadian Society and the benefits which diversity brings to all members of our community.**
2. **Every individual has the inherent right to be treated with dignity and respect. All individuals must be treated with dignity and respect.**
3. **All personnel 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.**

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.



REFERENCES:

- [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
- Administrative Procedures to Board Policy 604: ~~Workplace Bullying and Harassment~~
- Board Policy 700: *Safe, Compassionate and Inclusive School Communities*
- Board Policy 606: *Respectful Workplaces*

DATES OF ADOPTION/AMENDMENT:

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**

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Statement of Commitment

The inherent right of all individuals to be treated with dignity and respect is central to the beliefs of School District No. 69 (Qualicum). School District No. 69 (Qualicum) recognizes the right of all employees to work, to conduct business and otherwise associate free from bullying and harassment (including sexual harassment). The District has an obligation under WorkSafeBC's Occupational Health and Safety (OHS) policies under Sections 115, 116, and 117 of the *Workers Compensation Act*, to prevent and address workplace bullying and harassment (including sexual harassment).

In making this commitment, the District recognizes the rich diversity of our social fabric and the benefits which diversity brings to all members of our community. The District is committed to encouraging the tolerance of and valuing of differences. The District considers bullying and harassment in any form (including sexual harassment) to be totally unacceptable and will not tolerate its occurrence.

Who Is Covered

All persons working for the District or carrying out District business on a temporary, part time or full-time basis are covered by these procedures. (A 'person' could be a workplace party such as a supervisor, or co-worker).

Should a harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate, will determine the procedures to follow and the parties will be so notified.

Purpose

To ensure that all persons covered by these procedures are aware of their duties regarding bullying and harassment (including sexual harassment) in the workplace, and to provide clear and precise procedures for the reporting and resolution of incidents and complaints.

Board Policy Linkages

Policy 604 Workplace Bullying and Harassment (Including Sexual Harassment)

Policy 700 Safe, Caring and Inclusive School Communities and its Attendant Administrative Procedure

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 (including sexual harassment) of other employees, supervisors, the employer or persons acting on behalf of the employer
- b. report occurrences of bullying and harassment (including sexual harassment) observed or experienced in the workplace



- c. apply and comply with the District's policies and procedures on bullying and harassment (including sexual harassment)
1. participate in training sessions and/or annual reviews (MATA Members also refer to Collective Agreement Article E.2.6.)

WorkSafeBC OHS Definition of Workplace Bullying and Harassment (Including Sexual Harassment)

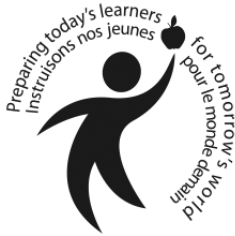
Bullying and harassment (including sexual harassment) includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause the worker to be humiliated or intimidated, but excludes any reasonable action taken by an employer or supervisor 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 (Including Sexual 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
- 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 (Including Sexual Harassment) is not:

- a. Expressing differences of opinion
- b. Offering constructive feedback, guidance, or advice about work-related behaviour and performance
- c. Making a legitimate complaint about someone's conduct through established procedures

Workplace Defined

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 e.g., field trips, work-related conferences, training sessions, travel, community events or social gatherings
- d. Activities in other locations where workplace bullying and harassment (including sexual harassment) may have a subsequent impact on the work relationship, performance or environment

Human Rights Code/Criminal Code/Grievance Procedure Reference

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.

The complaint and 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.

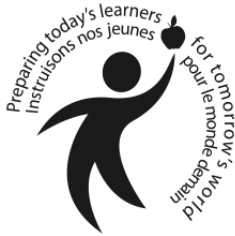
Reporting Time Frame

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.

However, 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

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.



Responsibilities for Reporting Bullying and Harassment (Including Sexual Harassment)

All persons covered under these procedures have the responsibility for and are expected to promote a working and learning environment that is free from bullying and harassment (including sexual harassment), and to assist anyone who believes that they are being or may have been bullied or harassed. Anyone who believes that a colleague or another person covered under these procedures is being or may have been bullied or harassed, is encouraged to notify their Supervisor, Director of Human Resources or Superintendent of Schools or designate, or their Union Representative.

The Complainant has the right to decide how to respond to bullying or harassment (including sexual harassment) including informal, verbal or written communication with the Respondent, or through the filing of a complaint under these procedures. The Complainant may wish to seek guidance or counselling from ~~his or her~~ their Supervisor, Director of Human Resources, Superintendent of Schools 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.

Employment Consequence of Engaging in Harassment (Including Sexual Harassment)

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

Confidentiality

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.

The Complainant and the Respondent and any witnesses interviewed in an investigation are to maintain strict confidentiality about the complaint.

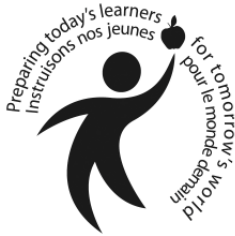
Counselling

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.

No Reprisals

For the purposes of these procedures, "reprisal" against an individual will be treated as harassment (including sexual 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.



BULLYING OR HARASSMENT (INCLUDING SEXUAL HARASSMENT) COMPLAINT PROCEDURE STEPS:

These procedures contain three (3) steps, which are outlined below. In most instances, the complaint will be advanced through the Steps outlined below. It is noted that some exceptions to this may apply, and Step 1 may be bypassed and the complaint initiated at Step 2.

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

- a. The Complainant (person who considers that ~~he/she has~~ **they have** been subjected to bullying or harassment [including sexual harassment]) is advised to 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).
- b. 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. This is often an effective way to resolve the issue and end the bullying or harassment (including sexual harassment). The Complainant may choose to do this alone or accompanied by a representative of the complainant's choice (i.e. Supervisor, Director of Human Resources, Superintendent of Schools or designate or Union representative). It is important the Complainant document any communication ~~he or she has~~ **they have** with the Respondent. It is also important that the Respondent document any communication regarding a bullying or harassment (including sexual harassment) complaint.
- c. Before proceeding to Step 2, the Complainant may choose to either correspond with or approach ~~his/her~~ **their** Supervisor, Director of Human Resources, Union Representative, or Superintendent of Schools or designate to report ~~his/her~~ **their** complaint and to discuss potential means of resolving the complaint and to request assistance in resolving the matter. A resolution may be attempted using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.



Informal Resolution Outcomes

- a. All discussions shall be solely an attempt to mediate the complaint;
- b. Any and all discussions shall be completely off the record and will not form part of any record;
- c. Only the Complainant, Respondent, and Supervisor (Principal in the case where the Complainant and Respondent are both BCTF members) shall be present at such meetings;
- d. No discipline of any kind would be imposed on the Respondent; and
- e. Where the Complainant and Respondent are both BCTF members, the BCTF and its locals, based on the foregoing, will not invoke the notice of investigation and other discipline provisions of the collective agreement at meetings.

Should a resolution be reached between the Complainant and Respondent at Step 1 under the Informal Resolution Outcomes, it shall be written up and signed by both parties. Only the Complainant and the Respondent shall have copies of the resolution and they shall be used only for the purpose of establishing that a resolution was reached. No other copies of the resolution shall be made.

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

The Complainant may find it necessary to deal with the complaint at Step 2:

- i. if the Complainant does not feel comfortable talking to the Respondent;
 - ii. if the Complainant is not satisfied with the result of the initial contact with the Respondent; or
 - iii. if the bullying or harassment (including sexual harassment) continues.
- a. To initiate the Step 2 process, the Complainant is required to complete the **Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form** attached to these procedures which details the particulars of the allegations, and submit it along with any other supporting documentation, to the Superintendent of Schools or designate. The complaint should include specific incident(s) which form the basis of the complaint and the definitions of bullying or harassment (including sexual harassment) which may apply; however, the form of the complaint will in no way restrict a mediation or investigation or its conclusions.
 - b. The Superintendent of Schools 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 Superintendent of Schools or designate shall:
 - i. initiate an investigation of the complaint and appoint an investigator; or



- ii. recommend mediation or other alternative disputes resolution processes to resolve the complaint.

Should the complainant not agree with the process recommended by the Employer, an investigation will be initiated.

- c. 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 **Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form** filed by the Complainant within three (3) working days of the submission. The Superintendent of Schools or designate is responsible for ensuring that the Respondent receives a copy of the written complaint.
- d. The Superintendent of Schools or designate will inform both the Complainant and the Respondent in writing, with a copy to the Union (if applicable), of the following:
 - i. that they have the right to representation during any discussions or meetings held during the process, and,
 - ii. notice of mediation or investigation.
- e. 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 Process:

- a. A representative of the District will investigate the complaint of bullying or harassment (including sexual harassment)*.
**The Superintendent of Schools may appoint an independent investigator.*
- b. 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 (including sexual harassment) are substantiated.
- c. The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of bullying and harassment (including sexual 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.
- d. The Investigator must keep confidential and comprehensive notes of all meetings.
- e. 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.



- f. 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.
- g. 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.
- h. 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 disciplinary action will only be provided to the employee who is to be disciplined and his/her their Union, if applicable.

Outcomes

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:

- a. Counselling
- b. Education on Bullying and Harassment (e.g. training or awareness sessions)
- c. Formal written apology
- d. Change of work assignment of the Complainant and/or Respondent
- e. Verbal warning
- f. Written warning
- g. Suspension or dismissal

Note: If disciplinary action is required, a copy of any disciplinary correspondence will be placed in the employee's personnel file.

References:

- Administrative Procedures to Board Policy 604: ~~Workplace~~ Bullying and Harassment
- Board Policy 606: Respectful Workplaces
- Board Policy 700: Safe, Compassionate and Inclusive School Communities
- MATA Collective Agreement Article
- CUPE Local 3570 Collective Agreement Article
- [WorkSafeBC, 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)

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**



CHECKLIST

All persons working for the Board or carrying out Board business on a temporary, part time or full time basis are covered by these procedures. A 'person' could be a workplace party such as a supervisor, or co-worker. Should a bullying or harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate will determine the procedures to follow and the parties will be so notified.

Complaints from an individual or group should be reported 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. However, 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 time limit.

IN SOME CIRCUMSTANCES STEP 1 MAY BE BYPASSED AND THE COMPLAINT PROCEDURE MAY BE STARTED AT STEP 2.

STEP 1 – SPEAK UP (THE MAJORITY OF CASES ARE RESOLVED AT THIS STEP)

- Complainant is advised to record the details surrounding the incident (times, dates, places, names of people involved, witnesses, circumstances, etc.)
- Complainant is encouraged to advise the Respondent in person or in writing that ~~he~~she **they** considers the conduct in question to be offensive and request the Respondent to stop. This may be done in the presence of a resource person.
- Both the Complainant and the Respondent are advised to document the details of the meeting.
- Complainant may wish assistance to resolve the complaint using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.

INFORMAL RESOLUTION OUTCOMES

- All discussions shall be solely an attempt to mediate the complaint.
- Any and all discussions shall be completely off the record and will not form part of any record.
- Only the Complainant, Respondent, and Supervisor (Principal in the case where both parties are BCTF members) shall be present at such meetings.
- No discipline will be imposed on the Respondent.



- Should a resolution be reached between the Complainant and Respondent, it shall be written up and signed by both parties. Only the Complainant and the Respondent shall have copies of the resolution. No other copies of the resolution shall be made.
- 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.
- If the Respondent fails to stop, or if the Complainant does not feel comfortable in confronting the Respondent in the first place, or if the Complainant is not satisfied with the initial contact, then move to STEP 2.

STEP 2

- Complainant completes the Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form and submits form along with any supporting documentation to the Superintendent of Schools or designate. The complaint should include specific incident(s) and the definitions of bullying or harassment (including sexual harassment) which may apply.
- The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested). Upon conclusion of the review, the Superintendent of Schools or designate shall initiate an investigation and appoint an investigator or recommend mediation or other alternative disputes resolution processes to resolve the complaint. Should the complainant not agree with the process recommended, an investigation will be initiated.
- Superintendent of Schools or designate ensures that the Respondent receives notice of the mediation or investigation and a copy of the complaint, in writing.
- Superintendent of Schools or designate ensures that the Complainant, Respondent and Union (if applicable) are informed, in writing, that a representative may accompany them to any meetings and provides them with notice of mediation or investigation.

(If the Respondent is the Superintendent of Schools or designate, the Complainant is to contact 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 and report to the Board).



STEP 3 – INVESTIGATION PROCESS

- A Representative of the District will commence an investigation of the complaint as soon as is reasonably possible following the receipt of a written request for a Step 3 investigation. [The Complainant may request that the investigator be of the same gender as him or her and where practicable the request will not be denied.]
**The Superintendent of Schools may appoint an independent investigator.*
- The investigator will collect evidence by interviewing the Complainant, Respondent and any witnesses (separately).
- The investigator will inform both the Complainant and Respondent of their right to representation during any discussions or meetings held.
- The investigator will keep confidential and comprehensive notes of all meetings.
- The investigation will be completed in twenty (20) working days unless otherwise agreed to by the parties and the party's Union Representative, if applicable.

THE INVESTIGATOR WILL INVESTIGATE FULLY. THE INVESTIGATION SHALL BE COMPLETED AS EXPEDITIOUSLY AS POSSIBLE.

Following the investigation:

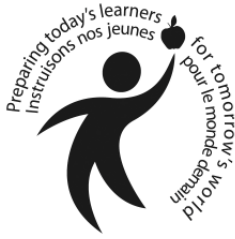
- The Complainant and the Respondent will be advised by the Employer of the conclusion of the Step 3 investigation.
- The results of the investigation will be shared, in writing, with the Complainant, Respondent and Union, if applicable. The specific details of any disciplinary action will only be provided to the employee who is disciplined and the employee's Union, if applicable.

OUTCOMES

Depending on the outcome of the Step 3 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

For more detailed information, refer to pages 1 – 8 of this document.



COMPLAINT FORM

All persons working for the District or carrying out District business on a temporary, part time or full-time basis are covered by these procedures. (A 'person' could be a workplace party such as a supervisor, or co-worker). Should a bullying or harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate will determine the procedures to follow and the parties will be so notified.

PRIVATE AND CONFIDENTIAL

Complainants may seek assistance before completing this form.

This form, along with any documentation supporting this complaint (e.g. emails, handwritten notes, photographs, or physical evidence like vandalized personal belongings), is to be submitted to the Superintendent of Schools or designate. (If the Respondent is the Superintendent of Schools or designate, submit this form and supporting documentation to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union.

Name of Complainant:

School/Department/Work Site:

Description of Alleged Bullying or Harassment (Including Sexual Harassment) – attach further information if required (e.g. behaviour and/or words used):

Name(s) of Person(s) Accused of Bullying or Harassment (Including Sexual Harassment):



SCHOOL DISTRICT No. 69 (QUALICUM)

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WORKPLACE BULLYING AND HARASSMENT

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Date(s) of Incident(s) or Time Frame and Location of Incident(s):

Name(s) of any Witnesses to the Incident(s) of Bullying or Harassment (Including Sexual Harassment):

What steps have been taken to date to resolve the complaint?

Resolution Requested:

Complainant(s) Signature(s):

Date: _____
Date: _____

Superintendent or Designate's Signature (indicating receipt):

Date of Receipt: _____

The information contained in this form is of a highly confidential nature and will be protected as outlined in the District's procedures to address workplace bullying and harassment (including sexual harassment) incidents and complaints.

INSTRUCTIONS FOR HANDLING THIS FORM

Place this form in a sealed envelope marked "PRIVATE AND CONFIDENTIAL" and forward as outlined above for a Step 3 investigation.



RESOLUTION OF STUDENT AND PARENT COMPLAINTS

CONTEXT:

The School Act governs the provision of public and private education in B.C. This Act sets out the duties and responsibilities of the Board, parents and students. When disputes occur, the act outlines a process for appeal (Board bylaw 5). Agreements among unions, BC Confederation of Parent Advisory Councils and School Boards agree that disputes can and should be handled first at the classroom and school level before being forwarded to the Superintendent and that the appeal process should follow these steps.

POLICY STATEMENT:

The Board is fundamentally committed to providing an educational program for all students. When complaints occur, the Board commits to having these resolved in an efficient way that supports the continued education, health and safety of students.

GUIDING PRINCIPLES:

The Board believes that:

1. Conflicts, misunderstandings and disputes will occur in schools and operational sites from time to time.
2. When disagreements arise, resolution should be first sought where the conflict has occurred, and not be elevated until there has been a fulsome attempt at agreement or compromise.
3. If not resolved at the classroom, department, or site supervisory level, complaints may be made through this policy and administrative procedures by application to the Superintendent or designate.
4. Appeals to the Board through Bylaw 5 may be made if the complaints are not resolved by working with the Superintendent or designate.
5. Restorative and/or interest based models of conflict resolution will be used.
6. Advocates may be used as a part of this process.
7. In accordance with the School Act, some complaints regarding serious misconduct will not be subject to this policy.
8. The complaint resolution process will be available to students, parents, and other interested persons, and applies to complaints concerning the decisions, actions or conduct of the School District or its Personnel.

DEFINITIONS:

1. **Restorative practices** (for example Restorative Justice):
Is intended to build healthy communities by restoring relationships and directly addressing the harm that has been created by the conflict situation. Restorative practices rely on those who caused the harm recognizing and repairing that harm.
2. **Interest based resolution** (for example mediation and negotiation):
Is intended to result in solutions based on shared common interests of the parties. In the case of education, for example, the health and safety of all students is often a common interest.



RESOLUTION OF STUDENT AND PARENT COMPLAINTS

REFERENCES:

- [School Act: Part 2](#)
- *Administrative Procedure to Board Policy 710: Resolution of Student and Parent Complaints*
- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Administrative Procedures to Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *BC Confederation of Parent Advisory Councils (BCCPAC) resources*

DATES OF ADOPTION/AMENDMENTS:

ADOPTED: 1989.10.15

AMENDED: 1991.09.10: 2001.04.24: 2002.10.22: 2003.05.27: 2009.04.28: **2016.03.08**



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

WHAT COMPLAINTS DOES THIS POLICY APPLY TO?

The Complaint resolution process outlined below is available to students, parents and other interested persons and applies to complaints concerning the decisions, actions or conduct of the School District or its personnel.

Not every complaint or concern that is received will be amenable to resolution under this Policy.

The following matters are **not** subject to this Policy:

- Student suspensions of more than 5 days (which will be reviewed by the District Discipline Committee in accordance with Board Policy 7030: Suspension of Students);
- Decisions of the District Discipline Committee;
- Where an investigation or resolution process under a collective agreement is available;
- Where the matters raised are the subject of ongoing legal proceedings;
- Where the matters complained of involve serious misconduct by a member of Personnel warranting an independent investigation and response by the School District;
- Where the School District has reason to believe the Complaint is malicious, frivolous, vexatious or filed in bad faith or the Complainant refuses to participate in a manner that is appropriate or respectful of the other participants.

The School District also reserves the right, in its sole discretion and on a case by case basis, to process complaints through other processes.

Any matters not covered by this Policy should be reported in writing to the applicable School Principal or School District office for appropriate action.

Application to Student and Parent Concerns (See Figure 2 attached)

Section 11 of the School Act provides students or parents with a right of appeal to the Board of Education from a decision of an employee of the School District that “significantly affects the education, health or safety of a student”.

A parent or student who wishes to exercise that right of appeal will be required to first complete the dispute resolution process set out in this Policy (See Bylaw 5; and School Act s. 11(4)), unless the decision in issue is a decision of the District Discipline Committee in which case the parent or student may proceed directly to the appeal process outlined in Bylaw 5, if available.

Application to Complaints about Senior Administration.

Complaints about the decisions, actions or conduct of the Superintendent, Assistant-Superintendent or Secretary-Treasurer of the School District, should be in writing and sent to the attention of the Superintendent, and a Complaint concerning the Superintendent may be sent to the attention of the Secretary Treasurer. Where the Superintendent or, as applicable, the Secretary-Treasurer, considers it appropriate to do so, ~~he/she~~ they may submit such a Complaint to the resolution process outlined below, but omitting Step 2.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 710 6240

RESOLUTION OF PARENT AND STUDENT COMPLAINTS

PROCESS (See attached Figure 1 and 2)

Step 1 - Initial Contact

At Step 1 of the Process, the Complainant is encouraged to directly approach the person about whom the Complaint relates (the "Respondent") and communicate his or her concerns or issues. The Complainant may choose to approach the Respondent in person or through written communications and should reference this Policy.

At Step 1 of the Process, the Parties will attempt to:

- define the concern(s);
- clarify the issue(s);
- develop an appreciation and understanding of each other's point of view; and,
- resolve the concern(s).

If the Complainant is unwilling to approach the Respondent directly or there is no resolution at Step 1, the Complainant may proceed to Step 2 by filing a written letter of complaint with the Respondent's direct management supervisor (the "Facilitator") (in most cases, the school principal). Please contact the School District office if clarification of the appropriate individual to receive the Complaint is needed.

In complaints concerning management Personnel (including principals, superintendent, assistant-superintendent and secretary treasurer) Step 2 will be omitted, and the Complainant may proceed directly to Step 3 by sending a written letter of complaint to the Superintendent (Complaints about the Superintendent shall be sent to the attention of the Secretary-Treasurer).

Step 2 - Facilitated Contact

Upon receiving a Complaint, the Facilitator will arrange to meet with each of the parties. The Facilitator will, as applicable, advise the union of any Complaint involving one of its members. Any party may choose to be accompanied by a support person in meeting with the Facilitator.

The Facilitator will:

- gather information and evidence;
- record the Complaint or allegations and/or investigate the Complaint;
- attempt to facilitate resolution; and,
- make a decision concerning the appropriate resolution or remedy or, where appropriate, may confirm, rescind, vary or modify the decision or action under review.

The Facilitator will Complete the Process for Resolution of Concerns Form (attached), and, if appropriate, provide copies to all parties, including, the union, the Superintendent and the Secretary Treasurer. However, circulation of the Resolution of Concerns Form may be restricted in some cases to ensure the privacy of the individuals involved.

Most Complaints will be resolved or concluded at Step 2, and the decision of the Facilitator will be considered final.

However, in appropriate circumstances, if a matter is not resolved at Step 2, it may be referred by the Facilitator to Step 3. Matters which will be referred to Step 3, include:



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

- student discipline or suspension (except where the matter has been reviewed by the District Discipline Committee);
- decisions significantly affecting the health or welfare of students (within the meaning of Section 11 of the School Act);
- complaints or concerns about any inappropriate conduct by any member of the Personnel.

Step 3 - School District Review

At Step 3, the Superintendent or his/her designate will review the Complaint and all information relevant to the matter, and may:

- contact or meet with the Complainant and Respondent;
- receive further information or evidence or investigate;
- attempt to facilitate a resolution;
- make a decision concerning the appropriate resolution or remedy or, where appropriate, confirm, rescind, vary or modify the decision under review;
- notify the parties of his/her **their** decision verbally or in writing.

At Step 3 the Superintendent may refer any matter related to student discipline to the District Discipline Committee for its review and recommendations.

Step 4 – Board of Education Review

Certain student matters may also be subject to a further right of appeal to the Board of Education. Students and Parents should refer to Bylaw 5, Student (Parent) Appeals to determine whether they are eligible to appeal their concerns to the Board of Education.

GENERAL PRINCIPLES

1. Confidentiality. The School District will endeavour to respect the confidentiality of the parties involved in a Complaint, but confidentiality cannot be guaranteed. It may be necessary for the School District to disclose details of a Complaint in order to fairly and appropriately investigate and respond to it.
2. Freedom of Information Legislation and Information Access. The School District is subject to the Freedom of Information and Protection of Privacy Act. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at www.sd69.bc.ca
3. Awareness of this Policy. All Personnel are responsible to inform members of the educational community (i.e. parents, students, and other interested persons) about this Policy as one means of resolving individual complaints or concerns.
4. Annual Policy Review. On at least an annual basis, the Superintendent shall review and circulate this Policy to school and district administrators. On or before October 30 each school year, school principals shall review this Policy with staff and local parent advisory councils.



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

5. Timeliness. The School District and all Personnel are expected to make reasonable efforts to file and respond to Complaints within a reasonable period of time. Complaints should be initiated within thirty (30) days of the decision or incident complained of.
6. Notification. If a Complaint involves allegations against a member of Personnel, that person will be provided notice of the allegations and an opportunity to respond.
7. Support. The School District and all personnel are expected to support the Resolution of Complaints process and to provide clarification of the process to parents, students and other interested persons as required.

References:

- Board Policy 710: Resolution of **Parent and Student** Complaints
- Board Bylaw 5: Parent/Student Appeals to the Board of Education
- The School Act: Part 2
- BC Confederation of Parent Advisory Councils (BCCPAC) Resources

Dates of Adoption/Amendments:

Adopted: 1989.10.15 :

Amended: 1991.09.10: Review October 2000: 2001.04.24 : 2002.10.22 : 2003.05.27:

2009.04.28: **2016.03.08**



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

Figure 1:
General Concerns

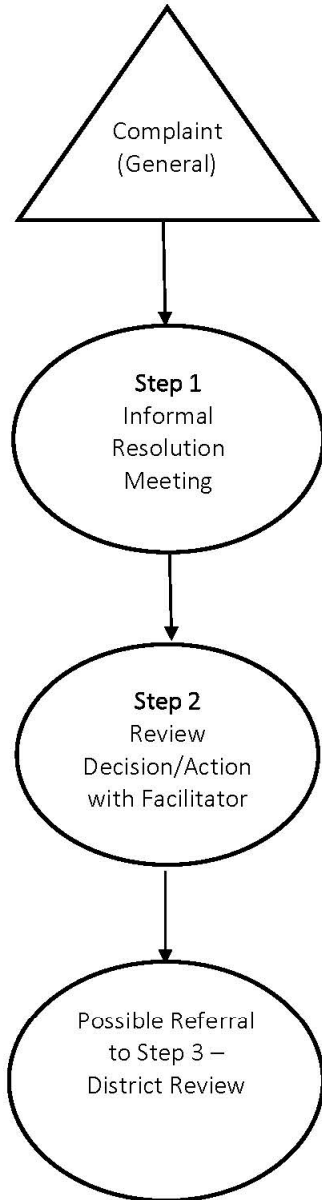
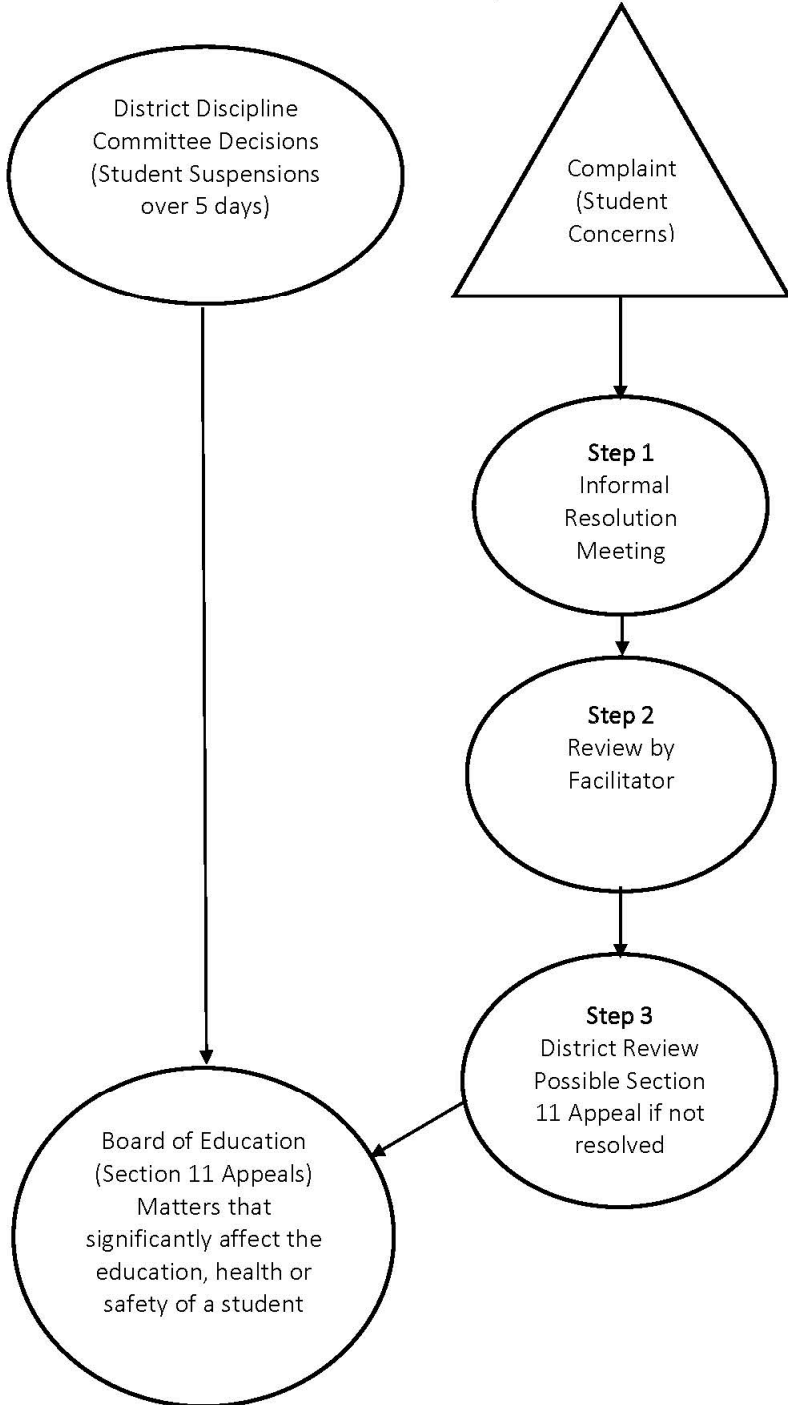


Figure 2:
Student Issues/Discipline





ADMINISTRATIVE PROCEDURE TO BOARD POLICY 710 6240

RESOLUTION OF PARENT AND STUDENT COMPLAINTS

Notice of Complaint

Name of Individual Raising the Concern: _____
(Please Print)

Phone # : _____

Email: _____

Date Submitted: _____

School or Work Site Where Concern Originated: _____

Others involved in this situation: _____

Please describe the situation/issue you are concerned about. Please be brief and factual; if you require assistance, please contact the DPAC president. Use the back side of this form if necessary and where appropriate, please name the persons involved in this issue.

In chronological sequence, please outline, in note form, the actions you have taken up to now in an attempt to resolve this problem.

Signature of Individual Raising Concern: _____

Date this form was completed: _____



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

For Facilitator Use Only

Name of Facilitator: _____

Position: _____

Dates of Meetings/Contact:

Measures Undertaken to Resolve the Matter

Resolved

Decisions, Remedies and/or Outcomes:

Unresolved

Matter referred to:

Superintendent or Designate

Date: _____

Copies to:

- Superintendent
- Senior Staff the matter is referred to
- Supervisor's file
- Individual raising concern

**FRAMEWORK FOR ENHANCING STUDENT LEARNING**

(Page 1 of 2)

Context:

The central goal and moral imperative of any school system is to support and enhance student learning for all. The Board of Education recognizes its **primary** responsibility to work **together** with education partners to enhance the learning and success for all students in School District 69 (Qualicum). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building **at the school and district level, in accordance with the Ministry of Education Ministerial Order M302/20 Enhancing Student Learning Reporting Order and** through Sections 8.3 and 81 of the *School Act*, the Board of Education sets out a local framework for enhancing student learning.

Policy Statement:

The Board of Education is committed to ensuring the alignment of strategic plans, plans for enhancing student learning, effective management of budgets and resources, effective human resources and operations strategies, and capacity building for all staff through thoughtful, collaborative and planning in support of student learning and staff well-being.

Guiding Principles:

The Board of Education believes the following:

1. That learning is universal and should be respondent to individual needs and aspirations of each student.
2. Every student should have access to quality education that focuses on learning that is flexible and student-centred.
3. All students and staff deserve healthy and safe learning environments.
4. Students, staff and parents are partners with the Board of Education in enhancing student learning.
5. All students should have equitable access to any and all supports and resources necessary to create a supportive learning environment.
6. District planning and budgeting should align with priorities for enhancing student learning.
7. Planning for enhancing student learning should be part of a system-wide commitment to strategic planning across all elements of school district operations.
8. The focus on enhancing student learning should build from current and historical successes in district and school level planning for enhancing student learning including the ongoing focus on strategic priorities as adopted by the Board.
9. Annual completion of the required Ministry Enhancing Student Learning report should:
 - a. Be aligned with all Ministerial requirements as found in the Order.
 - b. Be grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
 - c. Bring a system-wide focus on student learning, to ensure each student in the district achieves the student's full potential.
 - d. Be designed to be meaningful, impactful, flexible, realistic, and sustainable.
 - e. Address differences in performance among particular groups of students, most notably students of Indigenous descent, children in care, and students with unique and diverse needs.
 - f. Be strength, support-, evidence-, and results-based.



FRAMEWORK FOR ENHANCING STUDENT LEARNING

(Page 2 of 2)

- g. Reflect a system-wide commitment to continuous improvement and life-long learning.
- h. Reflect local context including priorities as established in school and district Enhancing Student Learning reports.
- i. Use existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- j. Build public confidence in our work as a District.

Guiding Principles:

~~This framework reflects a Board belief in public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in *Statement of Education Policy Order* (Mandate for the School System) OIC1280/89. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting).~~

References:

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

Dates of Adoption/Amendments:

Adopted: 16.03.08
Amended: 19.08.27 (Renumbered/Reviewed): TBD (Replaces Board Policy 3030: School Planning Councils (SPC's))



Purpose:

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

Responsibilities:

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

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



Procedures:

1. District Planning for Enhancing Student Learning
 - a. Senior staff will be responsible for maintaining and renewing the district strategic plan for enhancing student learning, most importantly the strategic priorities for enhancing student learning.
 - b. Senior staff will bring a strategic planning lens to all district **and** school planning for enhancing student learning, meaning a focus on:
 - i. What matters most?
 - ii. How are we doing (based on a variety of evidence)?
 - iii. How should we be doing in these key domains? What are our targets?
 - iv. What strategies will we use to improve?
 - v. After a period of time, how are we doing (based on a variety of evidence)?
 - vi. What changes will we make to our plan? What are our new targets?
 - vii. What are our new or revised strategies in these key domains?
 - viii. Continuous looping through this planning and review cycle.
 - c. Updates on progress in relation to district planning for enhancing student learning will be brought to the Board on a regular basis.
 - d. District planning for enhancing student learning will be formally revisited through broad collaboration on a five-year planning cycle.
 - e. District planning for enhancing student learning will be linked to the provincial Framework for Enhancing Student Learning.
 - g. District planning for enhancing student learning will be central to all district educational planning, school-based ESLP processes, and district financial and operational planning.
2. School Planning for Enhancing Student Learning
 - a. Principals will work with all staff to develop and continuously monitor a school or program Enhancing Student Learning Plan (ESLP).
 - b. In doing so, principals will be responsible for considering the school's or program's highest priorities, both as part of the district plans for enhancing student learning and the school's or program's unique circumstances.
 - c. Principals will ensure that a final ESLP draft is ready for all staff, and for parent representatives, for sign-off and submission to the district prior to May 15 every year.
 - d. Each school or program ESLP will be the subject of ongoing discussion and review within the school and with district senior staff, including as part of review meetings that will be scheduled with senior staff each fall and when the plan is under development each spring.
3. Provincial Framework for Enhancing Student Learning
 - a. The district will abide by the requirements of Ministerial Order M302 – Framework for Enhancing Student Learning.
 - b. On an annual basis, prior to May 31, senior staff will build a draft FESL report that does the following:



- i. Utilizes Ministry of Education data sets to create charts and graphs of three year data sets (where possible) in all data review areas as required by the FESL protocols.
 - ii. Enacts a process for system-wide review of those data in order to determine what has been learned and what strategies might be put in place to affect improved results.
 - iii. In developing those strategies uses as the **prime** consideration what is known about students and learning in our district's unique context, including what is learned through school-based ESLP and district-based enhancing student learning processes.
- c. A draft FESL report will be shared with the Board, through the Education Committee if possible, by the end of June every year.
 - d. The final FESL report will be prepared for Board approval in September and will be submitted to the Ministry of Education by September 30 as required.

References:

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

Dates of Adoption/Amendments:

- Adopted: 16.03.08
Amended: 19.08.27 (Renumbered/Reviewed): TBD (Replaces Board Policy 3030: School Planning Councils (SPC's))



Context:

The Public Interest Disclosure Act (2019) is intended to encourage transparency, accountability and ethical decision making within the public service and school districts. It outlines a process for making and responding to a serious or systemic issue of wrongdoing.

Policy Statement:

School District 69 strongly supports transparency, accountability and ethical decision making through the organization. The Board actively promote a culture of openness and encourages employees (current or former) to report any wrongdoing.

Guiding Principles:

1. The Board believes that ethical decision making should be at the core of all Board processes.
2. The Board values transparency and accountability in all areas of governance, management and leadership.
3. The Board believes that all employees have a right to report any perceived wrongdoing, and that those reports respect the anonymity and well-being of anyone who so reports.
4. The Board supports a full array of processes and mechanisms which address and enforce standards of conduct, disputes, complaints, or grievances, and sees safety for those who report wrongdoing as being ancillary to those processes.

Definitions:

Public Interest Disclosure Act 2019 (PIDA) – Intended to be “whistleblower” protection which allows current and former employees to raise serious or systemic issues of wrongdoing for investigation without exposing those employees to any risk of retaliation.

References/Resources:

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

Dates of Adoption/Amendments:

Adopted:
Amended:



Purpose:

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

Guidelines for Reporting:

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

Procedures:

1. The Superintendent of Schools or designate will ensure that all employees are reminded of this policy and its attendance procedures on an annual basis.
2. Supervisors of work sites and Principals of schools and programs will ensure that all staff that they supervise are reminded of this policy and its attendant procedures on an annual basis.
3. The Superintendent of Schools or designate will ensure that mechanisms are in place for employees to report wrongdoing in a confidential and, if it is the wish of the reporter,



anonymous manner, recognizing that anonymous concerns may not be followed up on if there is insufficient detail to proceed.

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

References/Resources:

- Board Policy 305: Public Interest Disclosure
- Board Policy 6240 Resolution of Complaints
- The *Public Interest Disclosure Act*: [Public Interest Disclosure Act \(gov.bc.ca\)](http://www.gov.bc.ca/pida/)
- The Ombudsperson of British Columbia: [Public Interest Disclosure Resources](http://www.bccombudsperson.ca/)
- FAQs — *Public Interest Disclosure Act*: Disclosures and Reprisal Complaints to the Ombudsperson: [PIDA-FAQs.pdf \(bccombudsperson.ca\)](http://www.bccombudsperson.ca/pida-faq.pdf)
- [The Ombudsperson of British Columbia: Resources for Chief Executives; Checklist for Chief Executives](http://www.bccombudsperson.ca/resources-for-chief-executives/)
- [The Ombudsperson of British Columbia: Resources for Designated Officers; Designated Officer Responsibilities Under PIDA](http://www.bccombudsperson.ca/resources-for-designated-officers/)
- [The Ombudsperson of British Columbia: Resources for Supervisors](http://www.bccombudsperson.ca/resources-for-supervisors/)
- [The Ombudsperson of British Columbia: Resources for Employees](http://www.bccombudsperson.ca/resources-for-employees/)

Dates of Adoption/Amendments:

Adopted:

Amended:



SD69 QUALICUM

Finance & Operations Committee of the Whole Report
Monday, October 18, 2021
VIA ZOOM
10:30 a.m.

Mandate: *To discuss and make recommendations to the board on financial matters and matters pertaining to facilities, maintenance, technology and transportation.*

1. Acknowledgement of Traditional Territories

2. Presentation

None

3. Project Updates:

a. Oceanside Community Track (at Ballenas) Project Update

Trustee Young shared that the next steering committee will be held on October 20th and that Michael Garland has had to step away from the fundraising work to attend to a family emergency. Secretary Treasurer Amos highlighted the work of the Regional District of Nanaimo (RDN) to write a Joint Use Agreement for the 4 contributors (City of Parksville, Town of Qualicum Beach, RDN and the School District). The agreement is necessary for municipalities to use their Community Works funding and therefore ensure public access to the track and have some common understanding on the responsibilities for ongoing maintenance and eventual replacement in the future. There was some discussion on the conversations being held with other user groups, specifically the Ballenas Whalers Football Support Society, and that they are aware of the project; however, timelines for construction and the potential impact on user groups are yet to be known.

b. Arrowview Elementary Child Care Space

Chris Dempster, General Manager of Operations, shared that the facility is now operational for the daycare and that although some minor deficiencies exist they are being addressed.

c. Green House Gas Emissions Study by Prism Engineering

Chris Dempster, General Manager of Operations, referred to an attached summary that showed the 5 proposed sites to which the grants would be applied and the corresponding energy savings project costs that would be expected to be borne by the District in pursuit of energy savings. With this information, there was support to contract Prism Engineering to provide a study/review for the 5 sites in order to seek additional energy savings opportunities.

4. Items for Discussion

Climate Action Task Force

Trustee Austin reported out on the recent Climate Action Task Force, highlighting some of the discussion topics. Included for discussion were the current approval by the Town of Qualicum Beach for construction of a TELUS Cell Tower, the

concerns of wireless routers in our schools and a proposal to initiate a wired classroom/school project as well as the Health and Safety concerns of the wireless system. The topics will be forwarded to the next Regular Board meeting for discussion.

Exploration of Community School Concept

Trustee Austin brought forward this topic for early discussion. It was introduced earlier in the year as a consideration and with the upcoming review of Land and Facilities it was felt that this was germane to the broader discussion. There was general support to have a working group created to consider this concept. Superintendent Jory recognized the need to include this in the review process and will consider it in the discussions.

5. Information Items

a. Zonar Bus Pass Update

Chris Dempster, General Manager of Operations, reported out on the Zonar project being undertaken by the Transportation department. The card readers were installed on the buses during the summer and the cards have now been issued to riders along with their bus passes. Staff and students are currently undergoing training to familiarize themselves with the new process. It is anticipated that this will allow the department to better report and communicate on who the riders are and where they are on any given day.

b. Electronic Work Order Software

Chris Dempster, General Manager of Operations and Lesley Rowan, District Principal of IT Services, provided a history of the current work order system and what led them to recommending a new software program. It was felt that the current system is quite antiquated and that the new software will address many of the deficiencies. Common concerns relate to the ongoing managing of the work orders, communication of what and when work orders are handled by staff, and the perceived priorities placed on some work orders over others.

c. Quarterly Financial Summary

Ron Amos, Secretary Treasurer, provided an update on the current financial situation of the district and presented the Q1 summary. It was highlighted that the provincial operating grants would be reduced due to enrolment declines in alternate programs and student with special needs; however, the international program has rebounded more than anticipated so would provide some financial relief. Expenditures are as expected recognizing that we are only 10% through the educational year and 25% the operating year.

d. Land and Facilities Review

Superintendent Jory provided an update on the recent discussions regarding the land and facilities review. It was felt that although the LRFP was a report that required updating for formal submission to the Ministry the actual review would be better served by staff facilitating the discussions. He highlighted that district facilities are generally in great shape and there are no enrolment pressures generally; pockets exist but they are quite localized. The priorities of the review would consider use of space within the facilities, programs such as French Immersion, community schools, and specialty programs, and the potential for using closed sites as 'swing space'. He indicated that more information would follow in

the coming months but anticipated the review would include town hall type discussions with all stakeholder groups in January and February. It was generally understood that the discussions would work themselves into other timelines, such as budgetary and operational planning as necessary.

6. Recommendations to the Board of Education

To ask staff to create a working group to explore the community schools concept.

7. Future Topics

a. Exploration of Community Schools Concept

8. Next Meeting Date/Location:

- Monday, November 15, 2021 at 10:30 – Via Zoom Until Further Notice

Briefing Note

Date: October 26, 2021

To: Board of Education

From: Peter Jory, Superintendent of Schools

RE: School District 69 (Qualicum) Facilities Review Process

Background:

During the Public Board Meeting of December 18, 2018, the Board of Education passed a motion to have staff begin preparations for a new Long Range Facilities Plan. Further discussion has since occurred in Committee of the Whole settings, and this briefing note is intended to capture those conversations.

Process:

Current District enrollment is still in line with previous projections and, though School District No. 69 has experienced growth pressures in some specific areas, it was agreed that the focus of this process should lean more towards land use, facility use, and program priority and location. The following topics will therefore be reviewed:

- Springwood Elementary catchment, capacity, and room use
- Oceanside Elementary French Immersion
- Other District Programs located at Kwalikum, Ballenas, and Winchelsea Place
- Potential need to reactivate closed learning spaces
- Potential development of a Community School/Hub
- District Busing related to Programs of Choice
- District owned lands and potential future use

It is critical to the Board of Education that their education partners know that this process is intended to be highly interactive, and that every effort will be made to engage stakeholders through town halls, panel discussions, focus groups, and surveys. In-person meetings will occur when feasible within the COVID-19 context, but electronic conferencing will likely be the preferred tool for larger interactions.

Next Steps:

Communications will be shared in November regarding the potential dates for public meetings, which should begin in the second week of January and continue through February, and beyond if need be. The first session will likely be a general overview to the process and suggested topics of conversation, and further sessions will be designed to contain specific topics designed to engage those who are interested in that particular part of the plan. Summary discussions will occur in Committee of the Whole meetings as well as Public Meetings of the Board. Note that, while these sessions could identify areas of concern that require more immediate Board decisions, the majority of outcomes will be addressed through the lifespan of the resulting long-term facilities plan.

Recommendation:

This briefing note is for information only.

Respectfully submitted,



Peter Jory

Superintendent of Schools/CEO



SD69 QUALICUM

Board and Trustee Representative Committee Report

Trustee Representative:	R. Elaine Young
Committee Name:	Oceanside Health and Wellness Network – Circle of Partners' Table
Meeting Location:	Zoom
Meeting Time:	October 21, 2021

SPECIAL EVENTS – Fall Learning Series

This series is open to all. Please register or learn more at www.rdn.bc.ca/oceanside-health-and-wellness-network

- Friday October 29th - Keynote Event - Virtual Screening of the Great Disconnect (link to trailer [here](#)), 10am to 12pm –A one-hour movie followed by a 30-minute question and answer session. The goal of this movie is to get community talking about the importance of social connectedness and to get them to participate in the upcoming learning sessions either in person or online. The movie will be moderated by Tamer Soliman the director, and we will have MLA, Adam Walker and Dr. Sandra Allison attending supporting as guest hosts.
- November 5th - Online presentation with Dr. Sandra Allison, Medical Health Officer Social Prescribing
- November 19th – OSAG (Oceanside Seniors Action Group) Beyond the Bubble: Reconnecting Oceanside - Bradley Centre, Coombs – 10am until 12pm - focus of this presentation is to share lessons learned from individuals and organizations on connecting older adults during COVID 19. Hosted by Jenn Hopewell, RDN Parks and Recreation Coordinator
- November 29th, Repeat of OSAG Beyond the Bubble: Reconnecting Oceanside presentation on Zoom - 2 to 4pm
- November 24th - Child Youth Wellness Action Group Zoom presentation – Weathering the Storm Together on zoom – Hosted by Sharon Welch, Caron Byrne and Rosalinda Bose
- November 26th – Repeat of the Child Youth Wellness Action Group presentation to an in-person group. The event will be held at the Bayside from 10-12

Community Objectives

- To ensure interested community members have access to information about the status of community health and efforts currently underway to address health needs
- To provide an opportunity for community members to participate in sharing learnings and successes that are improving health outcomes for all members in Oceanside.
- To encourage more Oceanside members to join OHWN and/or other Oceanside organizations to improve their own mental wellness and that of the broader community.



Board and Trustee Representative Committee Report

Trustee Representatives: Julie Austin & Barry Kurland
Committee Name: **Climate Action Task Force**
Meeting Location: Zoom
Meeting Time: October 6, 2021, 3:30 pm

Mandate

The School District 69 Climate Emergency Task Force will promote action to decrease greenhouse emissions, help develop plans to educate our learning community and advocate for progressive policy solutions.

Topics of Conversation:

- **Climate sit-in Fridays - Teegan and Lyra**
Thanks to students, Teegan and Lyra, for taking their Fridays (9am-3pm) to sit in the Qualicum town square to raise awareness of the climate crisis.
 - discussion on student leadership and how the district can help
 - broader discussion on more emphasis in the curriculum around the climate crisis

Resources:

Be The Change Earth Alliance (BTCEA) <https://www.bethechangeearthalliance.org/>
“providing eco-social education resources and workshops to secondary schools throughout BC for the past 10 years. In more recent years, we’ve focused on eco-social classroom curricula, professional development workshops, and other capacityfree - building opportunities for teachers, students, and the larger community. “

Be the Change is also offering **Climate Youth Ambassador** workshops in partnership with UBC Climate hub students.

<https://www.bethechangeearthalliance.org/youthclimateambassadorworkshops>

Climate Education Reform BC <https://www.climateeducationreformbc.ca/>
*Climate Education Reform BC is a **student-led movement advocating for climate change education in British Columbia**. Across the province, each of our team members has noticed the lack of consistent attention climate change has received within our schools. As a result, we are leading the Reform to Transform campaign*

- **Mid-island Farm to School update** – Chris Brown
Actualize garden-based initiatives

Resources:

Farm to School BC <https://farmtoschoolbc.ca/>

Farm to School BC brings healthy, local and sustainable food into schools across British Columbia and provides students with hands-on learning opportunities that develop food literacy, all while strengthening the local food system and enhancing school and community connectedness.

- **Cell Tower, Qualicum** - Carol and Fred Dowes, Frank Clegg
This discussion was moved from the public board table to the CATForce. Frank Clegg from Canadians for Safe Technology (<https://c4st.org/>) presented data on how wifi affects carbon emissions and climate change. **Climate highlights included:**
 - Wired solutions vs. wireless:
 - Consume up to ten times less energy
 - Are at least 100 times faster
 - Are more reliable and resilient
 - Protect security and privacy better
 - Decrease the points of vulnerability
 - Reduce risk to personal and business data
 - Do not rely on rare minerals
 - A 5G base station is expected to consume roughly three times as much power as a 4G base station. 8 5G technology satellite interference could result in a 30% reduction in weather forecast accuracy.
 - If the wireless industry were a country, it would be the fifth largest consumer of energy in the world.

There was much discussion, including health effects. The CATForce will follow-up on the energy piece and how it affects carbon emissions. We also have the below recommendations.

- **Prism Carbon audit** - Chris Dempster
Prism is moving forward with the audit. Timing is good as schools are running at capacity right now.
- **WeCan** - upcoming motion and updates - Sheri Plummer, Julie
This came as a notice of motion to June, 2021 Board meeting. It was missed for both Aug and Sept meetings but is coming to the table for October RBM.
"That the Board of SD 69 (Qualicum) join the West Coast Climate Action Network"

Recommendations for Board Discussion

- *That the Cell Tower discussion be moved to the School District Health & Safety Committee*
- *That discussion of 'dead zones' and 'wired technology' be moved to the District's Information Technology Committee*
- *That the concept of a pilot project for School District 69 for a 'wifi free school(s)' be considered and discussed at the Education Committee of the Whole (this may also become part of the facilities and/or strategic planning review)*



SCHOOL DISTRICT No.69 (QUALICUM)

October 13, 2021

Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

via email: educ.minister@gov.bc.ca

Dear Minister Whiteside:

At its Regular Board Meeting held Tuesday, September 28, 2021, the Board of Education of School District 69 (Qualicum) approved the following motion:

THAT the Board of Education of School District 69 (Qualicum) write a letter to the Ministry of Education to request that, going forward, the level of funding for bus replacement be set at the cost of the purchase price for electric buses.

The Board understands that the Ministry sets the schedule of bus replacement based on age and mileage of the vehicle and that the funding standard is applied against the cost of a diesel or gas-driven vehicle. However, the decision to source an alternate energy vehicle resides with the local board resulting in the local board having to identify the additional funding.

The Board appreciates the grants that have been made available in the past to offset the additional costs for electric vehicles; however, there is no guarantee that the supplemental funding will continue in future. Given the province's Carbon Neutral Program and the benefits of electric over gas and diesel vehicles, the Board respectfully requests that the Minister set the level of funding for bus replacement to be consistent with the purchase price for electric buses.

Sincerely,

Eve Flynn, Board Chair

c: Adam Walker, MLA, Parksville/Qualicum
Josie Osborne, MLA, Mid-Island/Pacific Rim
Board of Education of SD69 (Qualicum)
Ron Amos, Secretary Treasurer
Chris Dempster, General Manager of Operations/Transportation
BCSTA Boards of Education

File: 0530-01