

AGENDA  
Wednesday, May 27 at 9:00 am  
**Policy Committee – SD 64 (Gulf Islands)**

**Policy Committee: Deborah Luporini (Chair), Greg Lucas, Rob Pingle, Chaya Katrensky (Board Chair ex-officio), Jill Jensen (Superintendent), Jesse Guy (Secretary-Treasurer)**

Called to order:

1. **Adoption of Agenda**
2. **Approval of January 28, 2026 Policy Meeting Summary** (*attachment*)
3. **New Business / Business Arising**
  - a) **BCSTA Policy Committee Review and Recommendations** (briefing note and report - *attachments*)
  - b) **Sexualized Violence** (briefing note - *attachment*)
  - c) **2.70 Use of Board Property for Child Care** (*attachment and link*)
    - Amended to align with recent Ministerial Order updates.
4. **Other Business**
5. **Next Meeting: TBD**
6. **Adjournment**



## Summary

### Policy Committee – SD 64 (Gulf Islands)

January 28 | 10:30 am

#### In attendance:

**Committee:** *Deborah Luporini (Committee Chair), Greg Lucas, Rob Pingle, Chaya Katrensky (Board Chair, ex-officio)*

**Staff:** *Jill Jensen (Superintendent), Jesse Guy (Secretary-Treasurer), Adrian Pendergast (Director of Instruction), Shauna Klem (Executive Assistant), Marc Wright (Information Technology Manager)*

**Partner Group Representatives:** *Candice Arthur (DPAC), Andrew McPhee (GITA), Angela Thomas (CUPE)*

The meeting was called to order at 10:31 a.m. by Committee Chair Luporini.

#### 1. Adoption of Agenda

Adoption of Agenda as presented by consensus.

#### 2. Approval of Summary

Summary of the December 10, 2025 Policy Committee meeting was adopted by consensus.

#### 3. Business Arising

#### 3. New Business

##### i. Election Procedures – Amendments to Bylaw #1

Amendments were presented to align with legislative changes that must be in place by August 1, 2026, in advance of the upcoming trustee elections. Secretary Treasurer Guy provided an overview of the proposed bylaw changes and outlined how these updates will affect the election process. Legal counsel has supplied suggested revisions to the draft, and these will be incorporated. The Committee discussed approaches for informing the public as required in 14.1 and 14.2. Trustee electoral areas were considered.

**Action:** The Policy Committee recommends the amended draft Bylaw #1 be brought to the February 11, 2026 Board meeting for first reading and circulated for feedback.

**Action:** Trustee electoral areas discussion will be brought forward to the Committee of the Whole meeting in April.



ii. **Role of the Superintendent**

Draft policy 1.60 Role, Responsibilities, and Expectations of the Superintendent of Schools has been developed in response to recommendations from the recent superintendent review. Superintendent Jensen presented the draft policy for the Committee's consideration. A suggested adjustment was made to the wording in section 3.5.1, recommending that the term stakeholders be replaced with partners.

**Action:** The Policy Committee recommends the amended draft policy 1.60 Role, Responsibilities, and Expectations of the Superintendent of Schools be brought to the February 11, 2026 Board meeting for notice of motion and circulated for feedback.

**Action:** The Superintendent's job description will be brought to the February Board meeting for review.

4. **Next Meeting:** May 27, 2026, Teams

5. **Adjournment:** 11:33 a.m.



## Policy Brief

**Title:** BCSTA Policy Review and Recommendations

**Date:** May 27, 2026

**From:** Lori Deacon, Director of Corporate Services

**Audience:** Committee

### Purpose

This report outlines recommendations for further policy revision. The Policy Committee should consider the recommendations of the BCSTA Policy Review Committee outlined in its January 2026 Report "Policy Review for Boards of Education." and determine which policies should be repealed in favour of administrative practices and whether or not new policies or Bylaws should be developed.

### Possible Options for Consideration

- a. Recommend repeal of the following Board Policies in favour of Administrative Practices:
  - a. [Policy 4.20](#) Student Physical Restraint and Seclusion ([AP S9 Physical Restraint and Seclusion in Emergency Circumstances](#))
  - b. [Policy 4.30](#) Severe Allergic Reaction ([AP S7 Severe Allergic Reaction – Anaphylaxis](#))
  - c. [Policy 4.40](#) Provision of Menstrual Products ([AP S5 Provision of Menstrual Products to Students](#))
  - d. [Policy 4.50](#) Video Surveillance ([AP I2 Video Surveillance](#))
  - e. [Policy 4.60](#) Unexpected Health Emergencies ([AP S11 AEDs](#) and [AP S12 Naloxone in Schools](#))
  - f. [Policy 3.50](#) Curricular, Co-Curricular and Extra Curricular Activities ([AP L3 Field Trip Manual](#))
2. Consider development of Indemnification Bylaw for the Board to indemnify against proceedings trustees, officers or employees of the Board or members of the IEC against claim for damages arising out of performance of duties or conduct of District business (reference [School Act, section 95](#)).

### Background

In January 2026, the BCSTA Policy Review Committee published a report on best practices for effective policy development and review. The report identifies policies required by



legislation, policies recommended to support effective decision-making, and policies that are more appropriately addressed through administrative procedures/practices. It also notes areas where policy development is not required but can help reflect the school district's unique community context and priorities.

The Board's policies have been updated and modernized through the recent policy renovation project. Following this work, the policy manual still includes certain policies that the BCSTA now identifies as operational in nature and therefore better suited to Administrative Practices.

Staff are confident that the content in these policies is either redundant or can be incorporated into existing administrative practices with minimal impact.

Staff recommend no additional Board policies at this time; the policy manual already includes the required and recommended topics that should be covered in policy as identified in the BCSTA report.

If the Board directs staff to proceed, staff will draft an Indemnification Bylaw to formalize indemnification against proceeding for trustees, employees, and IEC members.

#### Attachments/Links

- BCSTA Policy Review Committee Report "Policy Review for Boards of Education".
- The [School Act, section 95](#): Indemnification against proceedings



British Columbia  
School Trustees  
Association

# Policy Review for Boards of Education

BOARD POLICY REVIEW  
ADVISORY COMMITTEE



January 2026

# Policy Review for Boards of Education

CONTRIBUTIONS FROM:



## Policy Review for Boards of Education

Policy work is integral for boards of education to ensure effective governance. Policies provide strategic, values-based oversight and establish standards for the school district. They also ensure accountability to the local community and support the board's statutory role under the *School Act*.

Effective policies create strong governance by ensuring values-driven leadership that strengthens strategic oversight, supports sound decision-making, and creates conditions for student success.

**PURPOSE:** Policies serve as the board's primary resource expressing values and priorities while delegating implementation and operationalization to the superintendent. The board is responsible for developing, updating, and maintaining these policies.

**ROLE:** Policy development is about setting a board's governance framework and is solely the work of, and within the purview of, the board of education.

**CLARITY:** Policy defines roles and responsibilities, emphasizing the distinction between governance (policy and oversight) and operations (administrative procedures and day-to-day management).

**TRANSPARENCY AND ACCOUNTABILITY:** Policies require open decision-making and set measurable standards for ethical conduct and performance.

**COMMUNITY ENGAGEMENT:** Encourages public input and builds trust.

An effective policy manual is a living document that should be maintained and reviewed regularly to ensure it remains current, relevant and responsive to evolving needs.

In alignment with board policies, administrative procedures describe how the superintendent and staff implement board policy and other operational matters. Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guide the day-to-day operations of the school district.

## Board Policy Review Advisory Committee

In June 2025, the BCSTA and Ministry of Education and Child Care identified the need for boards of education to review and modernize their policy manuals. As a result, the Board Policy Review Advisory Committee was established to develop guiding documentation to support boards of education in this work.

The Advisory Committee members, who include representatives of education partner groups, were appointed in June 2025. The committee has met eight times from July 2025 to January 2026 to develop materials to support boards in their policy review. The documentation developed by the committee aims to assist boards in establishing their governance direction and strategic vision by formulating a comprehensive set of foundational policies. The committee also acknowledges the importance of local district autonomy when developing policies that align with each district's priorities.

The committee:

- identified exemplar policies for reference
- developed materials to support boards in policy work
- provided clarity between policy and administrative procedures
- suggested workflow over three phases

### **PHASE 1: REVIEW OF THE DISTRICT'S POLICY MANUAL.**

- Evaluate the structure used for policy manuals.
- Update and/or develop the core 13 foundational policies.
- Archive/delete any outdated policies.
- Identify policies that are operational and delegate to the superintendent to develop/update administrative procedures.

### **PHASE 2: UPDATE AND DEVELOP THE REMAINING POLICIES.**

### **PHASE 3: DEVELOP A WORKPLAN FOR ONGOING REVIEW AND UPDATE OF POLICIES.**

*Note: Boards should follow their own Policy Development process as outlined in policy.*

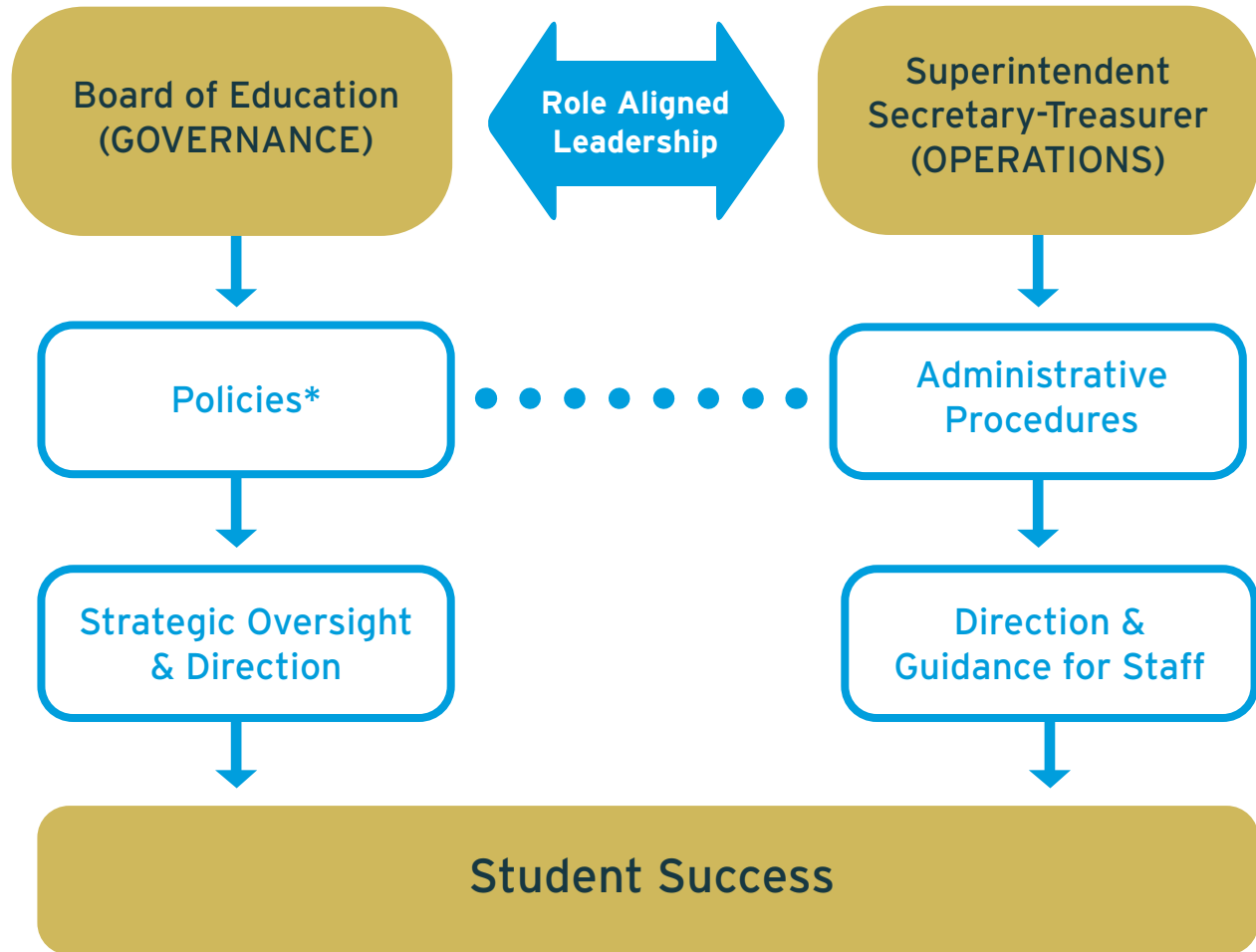
The goal is for boards of education to review and modernize board policies listed in Phase 1 of the documents by October 2026 and then continue updating policy manuals through the 2026-2030 term.

## **Board Policy Review Advisory Committee members:**

- **Carolyn Broady**, BCSTA Past President, Board Liaison and Committee Chair
- **Jen Mezei**, Burnaby, Vice-Chair
- **Kelli Sullivan**, Vernon, Chair
- **Sherri Bell**, Greater Victoria, Official Trustee
- **Pius Ryan**, North Vancouver, Superintendent, BCSSA Liaison
- **Jennifer Woollends**, Quesnel, Secretary-Treasurer, BCASBO Liaison
- **Connor Morris**, Director, Public K-12 Policy & Communications, FNEESC Liaison
- **David Nelson**, Director, Member Support Services, BCPVPA Liaison
- **Kiersten Fisher**, Executive Director, Governance and Legislation Branch, Ministry of Education and Child Care Liaison
- **Michael Rossi**, Deputy CEO, BCSTA
- **Maggie Yuen**, Executive Administrator, BCSTA
- **Suzanne Hoffman**, Consultant

## Board Policy Review:

### Policy (GOVERNANCE) & Administrative Procedures (OPERATIONS)



**POLICY** sets out the principles, expectations, and rules guiding how a school district is governed and operates.

**ADMINISTRATIVE PROCEDURES** are detailed rules, guidelines, and processes developed by the superintendent or senior administration in alignment with school board policies.

\*Some boards may have governance bylaws in their policy manual. Refer to *Appendix A* for more information about bylaws.

# Definitions:

## Policy, Bylaw and Administrative Procedure

### WHAT IS SCHOOL BOARD GOVERNANCE?

- A policy-based system through which the board establishes direction.
- Focusing the district on continuous, evidence-informed improvement in student learning and well-being.
- Ensuring clear delegation of authority with accountability.

Structures	Who's Responsible	What
<b>Policy</b>	Board	A policy sets out the principles, expectations, and rules guiding how a school district is governed and operates. A policy is not mandated but it articulates board values and guides decision making.
<b>Standing/ Operational Bylaw</b>	Board	A bylaw is a type of policy with a higher level of process attached to it. Refer to <i>Appendix A</i> for more information about bylaws.
<b>Administrative Procedure</b>	Staff	Administrative procedures are detailed rules, guidelines, and processes developed by the superintendent or senior administration that guides the day-to-day operations of the school district.

	Policy	Administrative Procedure
<b>Purpose</b>	States the principles, values, and expectations that guide the district.	Provides staff with rules, guidelines and processes to implement operational decisions.
<b>Focus</b>	The “ <b>why</b> ” and the “ <b>what</b> ” for boards of education	The “ <b>how</b> ” for staff
<b>Authority</b>	Created/approved by the board; publicly available	Created/approved by superintendent, may be connected to a board policy or stand alone.
<b>Examples</b>	Role of Board Chair, Role of Board, Role of Superintendent, Trustee Code of Conduct, Board Delegation of Authority, Recruitment and Selection of Personnel	Personnel practices, field trip approvals, student registration, emergency preparedness, provision of AED & Naloxone kits
<b>Change Process</b>	Formal board motion required, including notice of motion	Operational updates are communicated to the board by the superintendent.

## Why This Distinction Matters

- Keeps the board focused on strategy and outcomes
- Preserves administrative authority and flexibility
- Strengthens accountability and role clarity
- **POLICY:** *“The district will strive to ensure all students have equitable access to technology.”*
- **ADMINISTRATIVE PROCEDURE:** *“IT will assign devices through the district inventory system and monitor replacement cycles.”*

## Policy vs. Admin Procedure Decision Matrix

Question	Policy	Admin Procedure
Does it express a belief, value, or principle?	✓	
Is it required by Legislation?*	✓	✓
Does it direct day-to-day operations?		✓
Does it give strategic direction to the district?	✓	
Does it primarily involve detailed steps, timelines, or forms?		✓
Is it required to be approved by the board?	✓	
Can it be changed without board approval?		✓

### Policy:

**STUDENT HEALTH AND SAFETY:** *"The Board is committed to providing a safe, healthy, and inclusive learning environment for all students and staff."*

### Administrative Procedure:

**ANAPHYLAXIS MANAGEMENT:** *"School administrators will ensure individual care plans are in place for students with life-threatening allergies, including staff training and emergency response protocols."*

**ADMINISTRATION OF MEDICATION:** *"Designated staff will administer medication to students in accordance with medical authorization forms, storage requirements, and documentation standards."*

**CONCUSSION MANAGEMENT:** *"Staff will follow return-to-learn and return-to-play protocols for students who sustain a suspected concussion."*

**STUDENT MEDICAL CONDITIONS:** *"Schools will maintain records and implement supports for students with chronic or complex medical needs."*

# Exemplar Policies to Govern Effectively

Topics that should be covered in policies

(not necessarily individual policies, topics can be embedded in different policies)

Phase 1 Policies to Govern Effectively		
Policy	District	Policy
<b>Role of the Board</b>	Abbotsford	Policy 2 ( <a href="#">LINK</a> )
<b>Role of the Superintendent</b>	Delta	Policy 12 ( <a href="#">LINK</a> )
<b>Delegation of Authority</b> <i>(if not already incorporated in Role of the Superintendent) ** would be optimal to have a stand-alone policy</i>	West Vancouver	Policy 12 ( <a href="#">LINK</a> )
<b>Foundational Statements</b>	Langley	Policy 1 ( <a href="#">LINK</a> )
<b>Role of the Trustee</b>	Comox	Policy 3 ( <a href="#">LINK</a> , p12)
<b>Role of the Board Chair</b>	Okanagan Skaha	Policy 5 ( <a href="#">LINK</a> )
<b>Role of the Vice-Chair</b>	West Vancouver	Policy 7 ( <a href="#">LINK</a> )
<b>Trustee Code of Conduct (Includes Conflict of Interest)</b>	Abbotsford	Policy 6 ( <a href="#">LINK</a> )
<b>Recruitment and Selection of Personnel</b> <i>(if not already incorporated in Role of the Superintendent)</i>	Langley	Policy 15 ( <a href="#">LINK</a> )
<b>Policy Development</b>	Vancouver	Policy 10 ( <a href="#">LINK</a> )
<b>Indemnification (Bylaw)*</b>	* Please refer to Appendix A for more information about bylaws and exemplars	
<b>Trustee Election (Bylaw)*</b>		
<b>Appeals (Bylaw)*</b>		

\* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.

Policies for future phase		
Policy	District	Policy
<b>Board Governance Operations</b>	Langley	Policy 7 ( <a href="#">LINK</a> )
<b>Board Committees</b>	Comox	Policy 8 ( <a href="#">LINK</a> , p52)
<b>Board Representation/ Representative</b>	Abbotsford	Policy 9 ( <a href="#">LINK</a> )
<b>Accumulating Operating and Surplus</b>	Vancouver	Policy 19 ( <a href="#">LINK</a> )
<b>Financial Planning and Reporting</b>	Cowichan	Policy 24 ( <a href="#">LINK</a> )
<b>School Closure Policy (and Bylaw) - Catchment/reconfiguration</b>	Langley Burnaby	Policy 14 ( <a href="#">LINK</a> ) Policy 12 ( <a href="#">LINK</a> )
<b>Child Care</b>	Kamloops Thompson	Policy 18 ( <a href="#">LINK</a> )
<b>Student Transportation</b>	Okanagan Skaha	Policy 18 ( <a href="#">LINK</a> , p81)
<b>Disposal of Land (Bylaw) and Improvements</b>	Abbotsford	Policy 20 ( <a href="#">LINK</a> )
<b>Trustee Renumeration and Professional Development - Includes Trustee expenses</b>	Maple Ridge Pitt Meadows	Policy 2920 ( <a href="#">LINK</a> )

Policy Category	Policies
<p><b>Required by Legislation</b></p>	<ul style="list-style-type: none"> <li>• Bylaws: Appeals, Indemnification/Trustee Election*</li> <li>• Budget</li> <li>• Capital</li> <li>• Disposition of land</li> <li>• Child Care</li> <li>• Exempt Staff</li> <li>• Hardship</li> <li>• School Closure</li> <li>• Procedural bylaws</li> </ul>
<p><b>Suggested Policies to assist in effective decision making</b></p>	<ul style="list-style-type: none"> <li>• Trustee remuneration</li> <li>• Board evaluation and monitoring</li> <li>• Trustee professional development</li> <li>• School catchment</li> </ul>
<p><b>Examples of Local Policies reflecting unique community context</b></p>	<ul style="list-style-type: none"> <li>• Student trustee</li> <li>• Racial equity</li> <li>• Business companies</li> </ul>
<p><b>Examples of Policies that should be Administrative Procedures</b></p>	<ul style="list-style-type: none"> <li>• Anaphylaxis</li> <li>• Field trips</li> <li>• Video Surveillance</li> <li>• Provision of Menstrual Products to Students</li> <li>• Physical Restraint and Exclusion in Schools</li> </ul>

*\* ensure that they are in place as they are mandated by School Act. Refer to Appendix A for more information about bylaws.*

# Policy Development Process for Boards of Education

(BOARD TO REVIEW WITH SR STAFF AND/OR CONSULTANT)

## 1. PURPOSE

- Why are we doing this review?
- Why is it important for your board?
- How does this help your board with your governance and how it operates?
- Determine your board's comfort level for what can be accomplished.
  - Can all the policies be updated/reviewed within a four-year term?
- How does this policy change help boards free up more time to strategically set a positive direction for the district instead of simply rubber-stamping decisions?

## 2. STRUCTURE

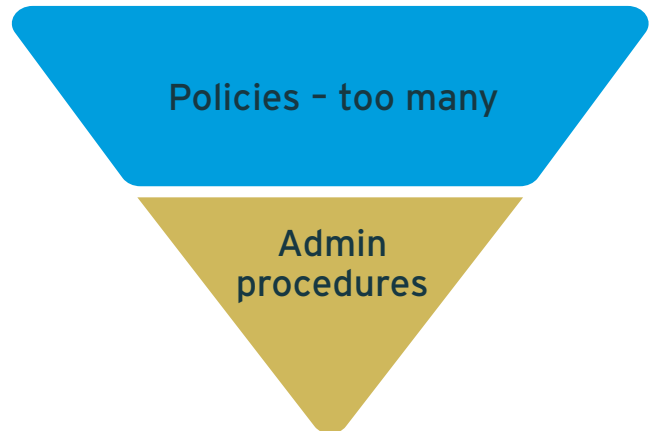
- Policy development is the work of the board of education, and it is solely the purview of the board.
  - Will the work be done by the whole board (committee of the whole) or by a sub-committee of the board?
- They are the board's policies, so, as a group, decide IF, when, who, or how consultation might take place.
  - When appropriate, consider engaging partner groups.
  - When appropriate, may need community engagement.

- What is your board's structure for policy development/review?
  - Does the board have a good understanding of policy vs. administrative procedures (AP's)?
- What is your policy review process? (See point 3 below)
  - Which policies need to be deleted? Amalgamated? Revised?
  - Which policies should be administrative procedures?
- How will your new policies be updated?
  - Will a replacement policy manual be adopted all at once, by one motion?
  - Will you adopt one policy at a time?

## 3. POLICY REVIEW

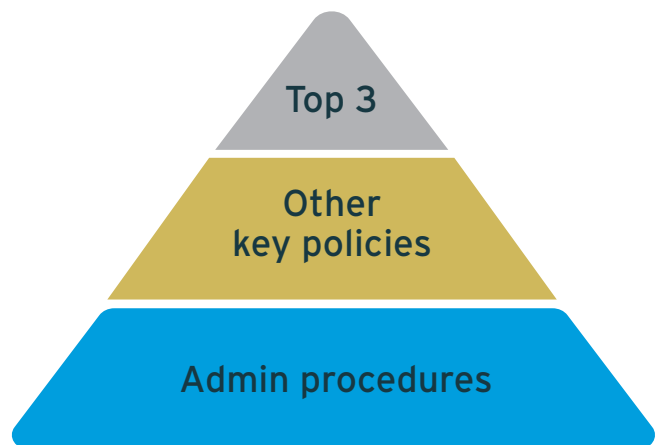
- When were your policies last reviewed?
  - Are they still relevant?
  - Have they recently been updated to modernize language, or has a full review taken place?
  - Should some policies be APs?
  - How will the trustees and senior staff identify what should be policy vs. an AP?

- After determining your comfort zone as a board, review bylaws and policies and categorize them
  - Identify if bylaw > policy > admin procedure.
    - Board to review bylaws and policies
    - Staff to review admin procedures
  - When Boards review bylaws and policies.
    - Are the policies required?
    - Can they be amalgamated?
    - Are they irrelevant? Can they be deleted?
- Identify the structure for your policy manual.
  - Boards may benefit from reorganizing their board policy manual so that it is easier to navigate, clearly focused on governance and aligned with how boards function.
  - Is there a clear delineation between board policy and administrative procedure?



### Unstable Governance Structure

**BEFORE POLICY RESTRUCTURE:  
86 Policies,  
6 Administrative Procedures**  
*Example: Refer to Appendix B*



### Stable Governance Structure

**AFTER POLICY RESTRUCTURE:  
21 Policies,  
70 Administrative Procedures**  
*Example: Refer to Appendix C*

- Review the proposed policies for deletion and approve at each board meeting.
- Amalgamated policies - thoughtfully review of policies that should be amalgamated
  - Once deleted and amalgamated, bylaws/policies are addressed, then align board policies with the BCSTA framework.
- How does your district indicate or note in the footer the work that has been done to your policies?
  - Best practice - clear definition of revise, review and update of a policy.
    - Need to be clear what is done and when it was done to the policy (in the footer)
    - REVIEW: review of policy, reviewed by board/consultant
    - UPDATE: language updates only
    - Examples of updates: When a district considers updating language (he/she → they) - not fully revised, only language updates
    - Modernizing language from regulations to administrative procedures
  - REVISE: fully reviewed, discussed, revised and approved by the board

## APPENDIX A - BYLAW

Bylaw	
<b>Definition</b>	<ul style="list-style-type: none"> <li>• A formal board of education decision requiring three (3) separate readings before adoption under the <i>School Act</i> (Section 3, Joint Rights and Duties).</li> <li>• A standing (procedural) bylaw is a type of policy with a higher level of process attached to it.</li> <li>• A bylaw cannot be easily changed and requires a robust approval process as outlined in <i>School Act</i>.</li> <li>• Guide decisions mandated by law               <ul style="list-style-type: none"> <li>• Some decisions must be made by passing a bylaw</li> </ul> </li> <li>• There are two different types of bylaws standing (procedural) bylaws and operational bylaws.               <ul style="list-style-type: none"> <li>• STANDING (PROCEDURAL) BYLAWS: Standing Bylaws are used to establish procedures to be followed for certain matters</li> <li>• OPERATIONAL BYLAWS: Operational Bylaws are bylaws adopted by the board to establish procedures and administrative requirements necessary to fulfill the board's legal and operational obligations under applicable legislation and regulations.</li> </ul> </li> </ul>
<b>Purpose</b>	Governs how the board itself operates
<b>Focus</b>	How the board governs itself
<b>Authority</b>	Approved by the board; may be required and must comply with legislation
<b>Examples</b>	<b>Standing (Procedural) Bylaws</b>
	Appeals Bylaw (under section 11 of the <i>School Act</i> )
	Indemnification (under section 95 of the <i>School Act</i> )
	Trustee Elections Bylaw (under part 4 of the <i>School Act</i> )
	<b>Operational Bylaws (not necessarily listed in your District's Policy/Bylaws)</b>
	<ul style="list-style-type: none"> <li>• Acquisition or disposition of land by a board (<i>School Act</i> s. 65)</li> <li>• Adoption of a budget (<i>School Act</i> s. 113)</li> <li>• Certain other financial matters (Division 7 of Part 6 of the <i>School Act</i>)</li> <li>• School Closure (<i>School Act</i> s. 73)</li> </ul> <p>Some operational bylaws such as school closure bylaws are embedded in a robust school closure policy.</p>

# APPENDIX B - BEFORE POLICY RESTRUCTURE



## POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

### INDEX – NUMERICAL ORDER

Policy Number	Title	Date Adopted/Revised
<b>1.</b>	<b>MANDATE AND GOVERNANCE</b>	
1.00	Foundational Statement	Rev. Apr. 2021
1.05	Trustee Code of Ethics	Rev. Apr. 2021
1.10	District Policy and Policy Development	Rev. Sept. 2007
1.15	Trustee-Effectiveness Activities and Representation of the Board	Jan. 1982
1.20	Appeal of Decisions Bylaw	June 1990
<b>2.</b>	<b>COMMUNITY</b>	
2.05	Community Relations and Public Information	Feb. 1977
2.10	Parent/Student Committees	Rev. June 1990
2.11	School Planning Councils	Rev. Nov. 2007
2.15	Volunteers in District Schools	Rev. Mar. 2003
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Feb. 1980
2.25	District Parents' Advisory Council	Rev. Feb. 2016
2.30	Home Education	Rev. Nov. 2007
2.40	Event Protocols	Rev. May 2015
2.50	Whistle-Blower Protection	June 2020
2.50.AP	Whistle-Blower Protection	June 2020
<b>3.</b>	<b>ADMINISTRATION</b>	
3.00	Financial Management	Nov. 2019
3.00.AP	Financial Management	Feb. 2022
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.16	Fundraising Activities in Schools	Rev. Feb. 1992
3.17	Charitable Donations	Rev. Apr. 2009
3.18	Charitable Organizations – Access to Schools	May 1988
3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. June 1990
3.25	Emergency Ambulance Service	Rev. Feb. 2003
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Feb. 2016
3.40	Reporting Fires, Attempted Arson, Vandalism, and Breaking and Entering	Feb. 1960
3.50	Liability for Damage to Automobiles in School Automotive Shops	Oct. 1979
3.65	Fees and Deposits	Rev. Nov. 2007
3.80	Purchasing of Goods and Services	Rev. Feb. 2009

## APPENDIX B - BEFORE POLICY RESTRUCTURE

### 4. PERSONNEL

4.00	Collection, Management, Security of and Access to Information Records	Rev. Jan. 2016
4.05	Workplace Bullying and Harassment Prevention	Rev. Jan 2020
4.05.AP	Workplace Bullying and Harassment Prevention	Rev. Feb 2022
4.10	Access to Data on Staff and Students	May 1984
4.15	Healthy and Safe Environment	Apr. 1983
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Maternity/Parenthood Leave	June 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sept. 2007
4.50	Administrative Staff: Performance of Evaluation	May 2018

### 5. STUDENTS

5.00	Promoting Student Health	Apr. 2011
5.05	Admission and Placement of Students into the Burnaby School System	Rev. Feb. 2016
5.08	Positive School Climate	Rev. Oct. 2017
5.09	Weapons	Rev. Jul. 1993
5.10	Violence, Threat and Intimidation	Rev. June 2019
5.11	Administration of Medication at School	Rev. Oct. 1997
5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.13	Anaphylaxis	Mar. 2000
5.14	Physical Restraint and Seclusion	June 2020
5.14.AP	Physical Restraint and Seclusion	June 2020
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Jan. 2016
5.20	Reporting Suspected Cases of Child Abuse	Rev. May 2000
5.25	Personal Costs to Students	June 1978
5.31	Substance Abuse	Nov. 2001
5.40	Student Choice – Animal Dissection	Jan. 2011
5.32	Research in Schools	Rev. Sept. 2007
5.45	Sexual Orientation/Gender Identity	Rev. Nov. 2019

### 6. INSTRUCTION

6.05	School Calendars and Hours of Instruction	Rev. June 1990
6.10	Assessment of Students as Individuals	Rev. Jan. 1990
6.15	Assessment of Students as Members of a Group	Sept. 1980
6.20	Reporting to Parents	Oct. 1987
6.30	Grouping Students for Regular and Special Programs	Rev. June 1990
6.31	Alternative Delivery – Health and Career Education	June 2007
6.35	Program and School Consolidation	Mar. 1983
6.40	Multiculturalism and Race Relations	Mar. 1985
6.44	Portrayal of Violence	June 1990
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.55	Selection of Learning Resources	Sept. 1979

## APPENDIX B - BEFORE POLICY RESTRUCTURE

6.65	Physical and Healthy Education and Related Programs	Aug. 1978
<b>7.</b>	<b>FACILITIES</b>	
7.05	School Keys and Building Security	Sept. 1973
7.10	Smoke & Vape Free Environment	Rev. Jan 2020
7.15	Utilization of Space and Facilities	Sept. 1979
7.15.AP	Provision of Menstrual Products	Jan. 2020
7.15.AP-2	Electronic Vehicle Charging Stations	Feb. 2022
7.20	Snow Removal	Jan. 1973
7.25	Parking on School Side of Streets	Jan. 1967
7.30	Maintenance of Order	Rev. June 2017
7.35	Bylaw No. 3 (Trespass)	Feb. 1972
7.40	Fire Prevention	Apr. 1960
7.50	School Closure	Feb. 2006
7.55	Disposal of Real Property and Improvements	Feb. 2006
7.60	Childcare Programs in District Facilities	Apr. 2014
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

\* IP = Interim Policy

Updated February 2022

# APPENDIX C - AFTER POLICY RESTRUCTURE



## POLICY STATEMENTS & ADMINISTRATIVE PROCEDURES

### INDEX – NUMERICAL ORDER

#### POLICIES

Policy Number	Title	Date Adopted/Revised
<b>MANDATE AND GOVERNANCE</b>		
1	Foundational Statement	Rev. Nov. 2025
2	District Policy and Policy Development	Rev. Nov. 2024
3	Role of the Board	Rev. May 2025
4	Role of the Trustee	Sep. 2024
5	Trustee Code of Conduct	Rev. Jun. 2024
6	Delegation of Authority	Sep. 2024
7	Role of the Superintendent	Sep. 2024
8	Supporting Trustee Learning and Professional Development Opportunities	Rev. Nov. 2024
9	Appeal of Decisions Bylaw	Rev. Nov. 2024
10	Financial Management	Rev. Mar. 2025
11	Community Schools	Rev. Mar. 2025
12	Permanent School Closure	Rev. Mar. 2025
13	Child Care Programs in School District Facilities	Rev. Mar. 2025
14	Disposal or Lease of Real Property and Improvements	Rev. Mar. 2025
15	Trustee Accommodation	May 2025
16	Racial Equity	Rev. May 2025
17	Sexual Orientation, Gender Identity and Gender Expression	Rev. Mar. 2025
18	Physical Restraint and Seclusion	Rev. May 2025
19	Sanctuary Schools	May 2025
22	Public Interest Disclosure Policy	Jun. 2024
25	Burnaby School District Privacy Policy	Jun. 2024

#### ADMINISTRATIVE PROCEDURES

AP Number	Title	Date Adopted/Revised
<b>ADMINISTRATION</b>		
100	Development and Review of Administrative Procedures	Mar. 2025
101	Financial Management	Feb. 2022
102	School Fees	Rev. Jun. 2025
103	Fundraising Activities in Schools	Rev. Jun. 2025
104	Charitable Donations	Rev. Jun. 2025
105	Response to Unexpected Health Emergencies	Nov. 2025
3.05	Transportation of Students	Rev. May 2008
3.10	Securing Money Collected by Schools	Rev. May 2008
3.15	Commercialism in Schools	Nov. 1975
3.18	Charitable Organizations – Access to Schools	May 1988

## APPENDIX C - AFTER POLICY RESTRUCTURE

3.20	Closure of Schools by Reason of Weather or Other Causes	Rev. Nov. 2011
3.30	Traffic and Pedestrian Safety for Students	Feb. 1982
3.35	Emergency Preparedness	Rev. Feb. 2016
3.80	Purchasing of Goods and Services	Jan. 2007
<b>COMMUNITY</b>		
200	Whistle-Blower Protection	Rev. Jun. 2024
200	Whistle-Blower Protection – Appendix 1	Rev. Jun. 2024
2.10	Parent/Student Committees	Rev. Apr. 2021
2.11	School Planning Councils	Rev. Apr. 2021
2.15	Volunteers in District Schools	Rev. Apr. 2021
2.20	Community Use of Schools: Serving and Consumption of Alcoholic Beverages	Rev. Apr. 2021
2.25	District Parents' Advisory Council	Rev. Apr. 2021
2.40	Event Protocols	Rev. Nov. 2021
<b>PERSONNEL</b>		
300	Recruitment, Selection, and Transfer of Personnel	Mar. 2025
301	Privacy Breach Management Procedure	Jun. 2024
302	Privacy Management Program	Jun. 2024
303	Workplace Bullying and Harassment Prevention	Rev. Jun. 2022
4.15	Healthy and Safe Environment	Apr. 1983
4.17	Biohazards, Including Bloodborne Pathogens	Jan. 2011
4.20	Worker's Compensation	Jan. 1963
4.32	Retirement Policy	Rev. May 2008
4.35	Retirement Gratuities for Teachers	Rev. Jan. 2016
4.40	Birthing/Parental/Adoption/Parenthood Leave	Jun. 1988
4.45	Employment of Uncertified Teaching Personnel	Rev. May 2008
4.46	Conflict of Interest	Rev. Sep. 2007
4.50	Administrative Staff: Evaluation of Performance	Rev. Jan. 2023
<b>INSTRUCTION</b>		
400	Selection of Learning Resources	Rev. Mar. 2025
401	Field Experiences	Rev. Apr. 2025
402	Physical Restraint and Seclusion	Rev. Mar. 2025
403	Sexual Orientation, Gender Identity and Gender Expression	Mar. 2025
404	Weapons	Rev. Mar. 2025
405	Violence, Threat and Intimidation	Rev. Jun. 2025
406	Student Suspension & District Student Intervention Committee	Jun. 2025
407	Reporting Suspected Cases of Child Abuse and Neglect	Rev. Jun. 2025
408	Administration of Medication at School	Rev. Jun. 2025
409	Anaphylaxis	Rev. Jun. 2025
410	Alternative Delivery in the Physical Health & Education Curriculum	Rev. Jun. 2025
411	Assessment of Students & Reporting of Student Achievement	Rev. Jun. 2025
412	Admission and Placement of Students in the Burnaby School District	Rev. Nov. 2025
5.00	Promoting Student Health	Nov. 2011
5.08	Positive School and Work Climate	Rev. Oct. 2017

# APPENDIX C - AFTER POLICY RESTRUCTURE

5.12	Treatment of Head Lice in Schools	Rev. Feb. 2008
5.15	Student and Other School Records: Access Storage and Transfer	Rev. Nov. 2011
5.32	Research in Schools	Rev. Sep. 2007
5.40	Student Choice – Animal Dissection	Jan. 2011
6.05	School Calendars and Hours of Instruction	Rev. Apr. 2014
6.30	Grouping Students for Regular and Special Programs	Rev. May 2010
6.35	Program and School Consolidation	Mar. 1983
6.45	Propagandist or Prejudicial Conduct	Nov. 1981
6.50	School Libraries	May 1982
6.65	Physical and Healthy Education and Related Programs	Rev. Apr. 2011

## **FACILITIES**

500	Naming or Remaining of District Facilities	Mar. 2025
501	Provision of Menstrual Products	Jan. 2020
502	Electric Vehicle Charging Stations	Feb. 2022
503	Snow Removal	Rev. Jun. 2025
504	Smoke & Vape Free Environment	Rev. Jun. 2025
7.15	Utilization of Space and Facilities	Sep. 1979
7.30	Maintenance of Order	Rev. Jun. 2017
7.70	Environmental Sustainability	Mar. 2010
7.80	Surveillance	Rev. May 2018
7.90	District Technologies and Information Systems	Apr. 2014

\* IP = Interim Policy

Rev. Nov 27, 2025

# Policy Review for Boards of Education



BOARD POLICY REVIEW  
ADVISORY COMMITTEE



## Policy Brief

**Title:** Sexualized Violence  
**Date:** May 27, 2026  
**From:** Lori Deacon, Director of Corporate Services  
**Audience:** Committee

### Purpose

The Board will need to consider if current policy and administrative practices sufficiently address gender-based and sexualized violence.

### Possible Options for Consideration

1. Staff recommend strengthening [Policy 2.10](#) Inclusive and Respectful Environments by adding: *"Guideline 2: Violence in any of its forms, **including gender-based and sexualized violence**, is neither acceptable nor tolerated in the learning and working environments of the District."*
2. Staff recommend strengthening [Policy 2.20](#) Sexual Identity, Gender Diversity and Gender Expression, to include a Board statement (example of language from SD53 policy): *"The Board shall consider any violence, threat of violence, or act of aggression, including harassment, discrimination, intimidation and bullying on school premises to be a serious threat to the school environment and to the safety of both students and staff and shall be dealt with in accordance with the school's code of conduct."*
3. Optional: Should the committee feel language is lacking, new policy could be developed. The new policy would include definitions consistent with those found in [AP S2](#) Student Critical Incidents.

or

Staff could develop an Administrative Practice specific to sexualized violence (definitions consistent with [AP S2](#)).

### Background

In January 2025, the BCSTA shared, in "The Weekly" news bulletin, a Synopsis of Gender-Based and Sexualized Violence Policies in BC School District. The document summarized a scan, undertaken in the fall of 2023 by the Ministry of Education and Child Care, of district policies with specific mention of terms related to sexualized violence. Gulf Islands School



District was not listed among the districts reported to have specific policies covering Gender-Based/Sexualized Violence, Sexual Assault, Sexual Abuse and Sexual Harassment.

The table below summarizes current SD64 Policies and AP language that addresses sexualized violence:

SD64 Policies and APs	Gender-Based/ Sexualized Violence	Sexual Assault	Sexual Abuse	Sexual Harassment
<a href="#">2.10</a> Inclusive and Respectful Environments	2. Violence <b>in any of its forms</b> is neither acceptable nor tolerated in the learning and working environments of the District.	2. Violence <b>in any of its forms</b> is neither acceptable nor tolerated in the learning and working environments of the District.	2. Violence <b>in any of its forms</b> is neither acceptable nor tolerated in the learning and working environments of the District.	2. Violence <b>in any of its forms</b> is neither acceptable nor tolerated in the learning and working environments of the District.
<a href="#">2.20</a> Sexual Identity, Gender Diversity and Gender Expression				Para 2: Accordingly, the Board commits to working with everyone in the school district to promote and sustain learning and working environments that: welcome individuals and groups, include them, help them to feel safe and free from violence, bullying harassment and discrimination, and treat them with respect and dignity;
<a href="#">2.30</a> Anti-racism	3.2.2. When acts of racism, discrimination or hate occur, the following actions ....			
<a href="#">AP S2</a> Student Critical Incidents		<u>Definitions:</u> Sexual Assault, Sexual Harassment, Sexual Intimidation;	<u>Definition:</u> Violence (including physical and verbal, sexual	



		<u>Processes:</u> for Reporting, Investigation, Intervention, and Education	intimidation / assault	
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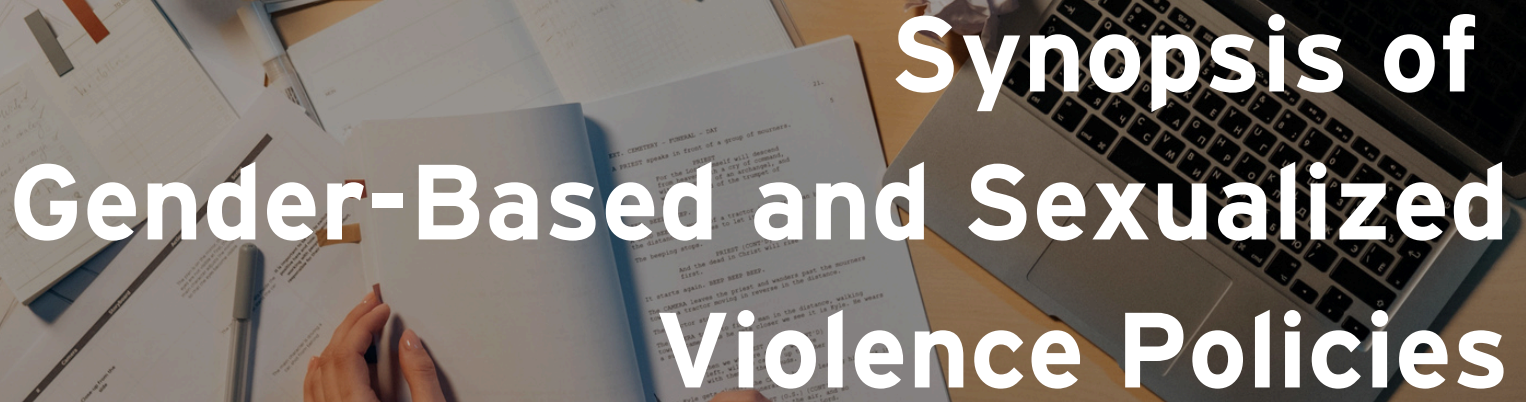
The District’s recent policy renovation and limited key word title searches may explain why SD64 policies and administrative practices were missed in the Ministry’s scan; however, staff feel confident that the policies and APs currently in place do address the issues of sexualized violence.

Borrowing from those policies highlighted in the synopsis as exceptional examples, staff believe adding specific language to current policies [2.10 Inclusive and Respectful Environments](#) and [2.20 Sexual Identity, Gender Diversity, and Gender Expression](#) will strengthen the Board’s stance against sexualized violence.

The Board may wish to take a stronger stance and develop policy specific to sexual harassment, assault and intimidation among students. Staff are prepared to present a draft policy for consideration. It should be noted that sexualized violence does not appear as a recommendation for policy development in the BCSTA Policy Review Advisory Committee’s January 2026 report *Policy Review for Boards of Education*.

**Attachments/Links**

- Synopsis of Gender-Based and Sexualized Violence Policies – 2023 ECC Research
- [Policy 2.10](#) Inclusive and Respectful Environments
- [Policy 2.20](#) Sexual Identity, Gender Diversity and Gender Expression
- [Policy 2.30](#) Anti-Racism
- [AP S2](#) Student Critical Incidents

A top-down view of a desk with a laptop, several papers, and a person's hands writing on a document. The text 'Synopsis of Gender-Based and Sexualized Violence Policies' is overlaid in large white font.

# Synopsis of Gender-Based and Sexualized Violence Policies

2023 ECC Research

## Overview

In the Fall of 2023, Ministry of Education and Child Care staff conducted a jurisdictional scan of school district policies specifically for mention of terms related to sexualized violence. This document summarizes research and data and is presented to the BCSTA Board of Directors for information. **Please note that there is nuance to individual policies that may not be reflected in this synopsis.**

## Definitions

In order to ensure the conversation about gender-based and sexualized policies is consistent and best serves students, common definitions of key terms centre the discussion.

- Sexual harassment - unwanted or unwelcome behaviour of a sexual nature.
- Sexual assault - any sexual contact that happens without the consent of both people.
- Gender-based violence (GBV) - violence that is committed against someone based on their gender identity, gender expression, or perceived gender. It includes all of the above - harassment, assault and exploitation.
- Peer-to-peer sexual misconduct - includes any kind of physical, sexual, emotional abuse exercised between children and youth at a similar age or development level (between the ages of 12-19).

## Analysis and Results

The following chart provides insight into the districts that have specific policies covering Gender-Based/Sexualized Violence, Sexual Assault, Sexual Abuse and Sexual Harassment. Each district is named under the appropriate policy and the final row indicates how many districts out of the 60 have those policies.

Gender-Based/ Sexualized Violence	Sexual Assault	Sexual Abuse	Sexual Harassment
Rocky Mountain	Vernon	Kootenay Lake	Southeast Kootenay
Vancouver	Langley	Revelstoke	Kootenay Lake
New Westminster	Surrey	Central Okanagan	Revelstoke
Burnaby	Vancouver	Quesnel	Kootenay-Columbia
Coquitlam	New Westminster	Abbotsford	Vernon
Sunshine Coast	Burnaby	Langley	Central Okanagan
Powell River	Powell River	Surrey	Quesnel
Okanagan/ Similkameen	Sea to Sky	Burnaby	Abbotsford
Saanich	Prince Rupert	Delta	Langley
Okanagan Skaha	Okanagan/ Similkameen	Vancouver	Vancouver
Nanaimo- Ladysmith	Prince George	New Westminster	New Westminster
Comox Valley	Peace River South	Maple Ridge-Pitt Meadows	Coquitlam
Gold Trail	Kamloops / Thompson	North Vancouver	Sunshine Coast
North Okanagan- Shuswap		West Vancouver	Powell River
Stikine		Powell River	Sea to Sky
Nisga'a		Haida Gwaii	Central Coast
		Haida Gwaii	Haida Gwaii
		Boundary	Prince Rupert
		Prince Rupert	Prince Rupert
		Okanagan Similkameen	Okanagan Similkameen
		Prince George	Prince George
		Nicola- Similkameen	Nicola- Similkameen

**Gender-Based/  
Sexualized Violence**

**Sexual Assault**

**Sexual Abuse**

**Sexual Harassment**

Peace River South

Peace River North

Greater Victoria

Greater Victoria

Sooke

Sooke

Saanich

Saanich

Okanagan Skaha

Okanagan Skaha

Nanaimo-  
Ladysmith

Nanaimo-  
Ladysmith

Qualicum

Qualicum

Alberni

Alberni

Campbell River

Campbell River

Kamloops/  
Thompson

Kamloops/  
Thompson

Cowichan Valley

Mission

Fort Nelson

Cowichan Valley

Coast Mountains

Fort Nelson

Vancouver Island  
West

Coast Mountains

Stikine

Vancouver Island  
West

Nechako Lakes

Stikine

Nisga'a

Nisga'a

**Gender-Based/  
Sexualized Violence**

**Sexual Assault**

**Sexual Abuse**

**Sexual Harassment**

16

13

38

38

A photograph showing two people shaking hands. The person on the left is wearing a grey sweater, and the person on the right is wearing a dark suit jacket. The background is blurred.

# Prevention of Gender-Based and Sexualized Violence

2023 ECC Research

## Prevention

Initiatives and resources intended to prevent peer-to-peer sexual misconduct and gender-based violence:

### Supporting Student Health Guides (2022)

- Elementary and Secondary Guides
- These guides are intended to support the delivery of the K-12 PHE curriculum.
- Students begin learning about consent and respectful behaviours in K-10
- Provide information, classroom considerations, instructional strategies and resources needed to teach students on topics of sexual health, consent, gender-based violence, sexual/relationship decision making and mental health.

### erase

- The Ministry's Expect Respect and a Safe Education (erase) strategy focuses on fostering safe and caring school communities and ensuring that schools have appropriate prevention and intervention strategies in place.
- erase Refresh Project is underway to update information on the erase website,
- erase website also contains information about the Intimate Images Protection Act (IIPA), which provides a pathway to legal action for victims who have had their images distributed without consent.

### erase Training

The ministry offers Student and Family training sessions related to online safety.

#### Student Sessions:

- Consent, gender-based violence and how it manifests online, exploitation within relationships.
- Cyberbullying, laws around sharing intimate images, sextortion prevention and steps to take if being threatened or sextorted online.

#### Family Sessions:

- Focus on online safety, including data sharing, privacy, account settings, sextortion and AI.

A close-up photograph of a person's hands writing in a spiral notebook with a pen. The background is blurred, showing a blue shirt and a desk.

# Response to Gender-Based and Sexualized Violence

2023 ECC Research

## **Response**

Districts can contact Safer Schools Together and fill out an online intake form to get support if a critical incident occurs.

These resources have restricted access. They are intended to support staff who are trained in safety response who have experience.

### **Responding to Sexual Assault Allegations**

- Guidance for staff responding to allegations of sexual misconduct in public schools
- Includes steps to take, who to call and legal procedures regarding sexual misconduct

### **Responding to Children's Problem Behaviour in Elementary schools**

- Provides behavioural baselines for age groups under 12
- Provides next steps for educators to respond to student sexualized behaviours

**Report It Tool** - Safe School Coordinators will follow up on student reports. Students have the option to share their name and the SSC may follow up with them directly.

- There is a substantial overall increase in reports of sexual behaviours in BC schools as compared to overall total of Report It reports.
- In the last 5 years, reports of sexual behaviours have increased from approx. 20 in 2018/19 school year to approx. 90 in the 2022/23 school year.
- In the 2018/19 school year, there were over 400+ reports as compared to the 1100+ received in 2022/23.

From September 2022 to March 2023, Safer Schools Together received 30+ reports (through the Report It tool) and critical incidents related to the risk of sextortion, as well as 40+ reports through report it/critical incidents related to sexual assault.

- In the 2022/23 school year, there were over 1100 reports received through Report It (Public Schools: 885, Independent Schools 217)
- largest categories were bullying/cyberbullying 337, harassment 134, and racism/discrimination 98 and approximately 90 related to inappropriate sexual behaviour



# Policy Highlight

2023 ECC Research

## **Policy Highlight - Okanagan Similkameen**

*Policy F17 - Sexual Harassment Among Students*

*Policy F14 - Sexual Orientation and Gender Identity*

*Policy F3 - Student Conduct and Discipline*

During the policy analysis, Okanagan Similkameen's policies for Sexual Harassment Among Students, Sexual Orientation and Gender Identity and Student Conduct and Discipline were highlighted as outstanding examples that explicitly addressed the following in their policy:

- Gender-Based Violence/Sexualized Violence
- Sexual Assault
- Sexual Harassment
- Sexual Abuse
- Communication Technology and Sharing of Images

While Okanagan Similkameen did have some of the most robust policies, neither they nor any other district had policies around how to deal with these issues for younger students.

# Appendix

2023 ECC Research

## Gender differences in adverse experiences

In general, males were the least likely to have experienced abuse, harassment, and violence; while non-binary youth were the most likely. For example, 6% of males experienced sexual abuse (vs. 19% of females vs. 28% of non-binary youth), and 11% had been physically abused (vs. 18% of females vs. 31% of non-binary youth). However, males were more likely than females to have been physically attacked or assaulted and to have experienced physical violence in their dating relationship. In the past year, females were the least likely to have perpetrated in-person victimization (6% had teased, excluded, or physically assaulted someone vs. 9% of males vs. 11% of non-binary youth). They were also the least likely to have perpetrated cyberbullying during this time period (e.g., 7% vs. 8% of males).

Gender differences in adverse experiences in the past 12 months			
	Males	Females	Non-binary youth
Verbal sexual harassment	28%	51%	58%
Physical sexual harassment	18%	32%	40%
Physical dating violence <sup>†</sup>	9%	7%	16%
Digital dating abuse <sup>†</sup>	10%	14%	19%
Teased to the point of feeling extreme discomfort	26%	42%	57%
Socially excluded	26%	48%	52%
Physically attacked or assaulted	10%	6%	15%
Cyberbullied	11%	18%	28%

<sup>†</sup>Among youth in a dating relationship in the past 12 months.

**Source:** *The Big Picture: An Overview of the 2023 BC Adolescent Health Survey Provincial Results*  
McCREARY CENTRE SOCIETY

**Intimate Images Protection Act - [LINK](#)**

## Policy 2.70 Use of Board Property for Child Care

The Board of Education recognises the benefit and need for safe and quality community child care programs. In order to effectively promote and facilitate the use of Board property by licensees for the purpose of providing child care programs, clear guidelines are necessary.

This policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs, in accordance with the School Act.

The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups, ~~the Indigenous Education Council, child care providers, parents and guardians, and first nations, including treaty first nations, and Indigenous communities, families, and service providers.~~ The Board will also engage with these identified partners when considering changes to existing child care on school grounds. The process for engagement will be reviewed on an ongoing basis.

Deleted:

Deleted: Indigenous community representatives, rightsholders Indigenous rightsholders, Indigenous service providers, and existing child care operators

The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

### **Guiding Principles**

1. The Board will promote the use of Board property for the provision of child care programs, at a minimum, between the hours of 7 a.m. and 6 p.m. on business days by either the Board or third party licensees.
2. If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.
3. Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.

Legislative References: *School Act* [RSBC 1996, Section 85.1- 4] Ministerial Order 326/20

Collective Agreement References: Nil

Date of Adoption: May 12, 2021

Date of Revision: May 8, 2024 - **DRAFT**

4. Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program. Direct and indirect costs include:
  - 4.1. utilities;
  - 4.2. maintenance and repair;
  - 4.3. a reasonable allowance for the cost of providing custodial services; and
  - 4.4. a reasonable allowance for time District administrators and other staff spend on matters relating to the use of Board property by licensed child care providers.
5. If child care programs are operated by a licensee other than the Board, the Board will require the licensee to comply with this Policy.
6. In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to: (a) provide inclusive child care; and, (b) foster Indigenous reconciliation in child care.
7. If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
  - 7.1. fosters Indigenous reconciliation in child care. In particular, the child care program will be operated consistently with the following principles of the British Columbia *Declaration on the Rights of Indigenous Peoples Act*: Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education"; and
  - 7.2. is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
8. Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review no less than every five years. The contract must contain:
  - 8.1. description of the direct and indirect costs for which the licensee is responsible;

Deleted: "

- 8.2. an agreement by the licensee to comply with this policy and all other applicable policies;
  - 8.3. a provision describing how the agreement can be terminated by the Board or the licensee;
  - 8.4. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
  - 8.5. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
  - 8.6. a requirement for the licensee to maintain appropriate standards of performance;
  - 8.7. a description of processes for ongoing engagement with the licensee in the provision of child care; and a requirement that the licensee must at all times maintain the required license to operate a child care facility.
9. Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
- 9.1. whether it is preferable for the Board to become a licensee and operate a child care program directly;
  - 9.2. the availability of District staff to provide before and after school care;
  - 9.3. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

#### 10. Annual Review of Available Spaces

10.1 As part of the annual projected enrolment process each February, elementary school principals will identify, in their report to the Board Office, any expected surplus classrooms or other spaces that may be suitable for new or expanded child care programs.

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Legislative References: *School Act* [RSBC 1996, Section 85.1- 4] Ministerial Order 326/20

Collective Agreement References: Nil

Date of Adoption: May 12, 2021

Date of Revision: May 8, 2024 - **DRAFT**



10.1.1. For the purposes of this Policy, “surplus classrooms or other spaces” are spaces where it is reasonable to anticipate the school will not require the space for K–12 purposes for a minimum of five (5) years.

10.1.2. Long-term projected enrolment forecasts will be used to support and confirm the availability of space.