

SCHOOL DISTRICT 63 (SAANICH)  
POLICY DEVELOPMENT COMMITTEE  
**Agenda**

Committee Members: Trustee Stelck, Chair  
Trustee Holman  
Trustee Martin

Staff Support: Dave Eberwein, Superintendent of Schools  
Jason Reid, Secretary Treasurer

Partner Representatives: Don Peterson, STA  
Dean Coates, CUPE  
Pete Westhaver, SAA  
James Taylor, COPACS

Other Attendees:

**Tuesday, April 6, 2021**  
1:00 pm, MS Teams

**A. PRESENTATIONS AND QUESTIONS**

No Items.

**B. ITEMS FOR DISCUSSION**

No Items.

**C. ITEMS FOR RECOMMENDATION**

1. Policy 24 (Programs of Choice)

**Staff Recommendation:**

As the required Notice of Motion has been provided, I, Trustee Stelck move the following motion:  
That Policy 24 (Programs of Choice) be approved.

2. Policy 2 (Role of the Board)

**Staff Recommendations:**

As the required Notice of Motion has been provided, I, Trustee Stelck move the following motions:

That Policy 2 (Role of the Board) be amended to make the following additions under the heading “Accountability to and Engagement of Community”:

3.8 Promote the use of Board property for the purpose of providing child care programs between the hours of 7am and 6pm on business days.

3.9 Engage the community, on an ongoing basis, to assess the need for child care programs on Board property, and how the Board will support principles of Indigenous reconciliation in child care; and inclusive child care.

**D. ITEMS FOR INFORMATION**

1. Administrative Procedures 214 (French Language Programs) and 215 (Specialty Academies)
2. Administrative Procedures 550 (Community Use of Schools)
3. Administrative Procedures 551 (Child Care Programs)

**E. FUTURE AGENDA ITEMS**

That the following remain as policies pending a review by the Board about what portions of these programs the Board wishes to retain as policy:

- Policy 28 (Online Learning)
- Policy 29 (Sexual Orientation & Gender Identity)
- Policy 18 (Recruitment & Selection of Personnel) – clarity on hiring authority
- Correspondence
- Policy 7 (Board Committees)
- Policy 9 (Board Operations)
- Policy 1 (Foundational Statements)

### **PROGRAMS OF CHOICE**

The Board recognizes the importance of the District continuing to be innovative in the delivery of educational programs and services. The Board supports the provision of various Programs of Choice which serve unique educational needs and which are accessible to students from beyond designated school catchment areas within the district.

Programs of Choice are educational offerings within our district that have limited enrollment and require a specific application process. Saanich School District currently offers French Immersion and a variety of Specialty Academies within its Programs of Choice.

New Programs of Choice may be considered by the Board following the completion of a process in which advice from partner groups is sought, received and considered.

#### **Guiding Principles**

A Program of Choice approved by the Board will:

1. Operate within the parameters of the School Act and any associated Regulations as well as within the authority of the Board;
2. Be consistent with all Board Policies and District Administrative Procedures;
3. Provide all interested and qualified students with an opportunity to be included as part of the selection process for registrations with limited enrollments;
4. Be housed in facilities where space permits and which are suitable to the program;
5. Be offered in one (or more) locations in the District but open to students throughout the District;
6. Be staffed at the same levels with respect to those established for elementary, middle and secondary schools;
7. Be maintained without transportation assistance from the District;
8. Incur no extraordinary costs for program maintenance;
9. Be subject to periodic reviews by the District.

#### **French Immersion**

French Immersion is a Program of Choice. Learning French, an official language of Canada, enriches students' lives, enhances their understanding of other cultures and celebrates diversity. The Board recognizes that there are cognitive, social and career benefits of learning French.

The Board commits to offering an Early French Immersion program (beginning in K-1) as a Program of Choice.

1. The Board supports and adheres to the Ministry of Education "French Immersion Program" policy which states, in part, that the Ministry of Education supports French Immersion

programming in BC schools, consistent with the goal of providing the opportunity for non-francophone students to become bilingual in English and French.

2. Students who successfully complete a French Immersion program will attain functional bilingualism while also completing all required areas of curriculum, including English Language Arts.
3. The Board expects that students with unique learning needs, including students with Ministry designations, will be supported in both Core French and French Immersion programs similar to other programs.

### **Specialty Academies**

Boards are permitted to establish Specialty Academies under Section 82.1 of the *School Act*. A Specialty Academy is an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations to the *School Act*.

1. The Board will receive requests for any new Specialty Academy by way of the Education Directions Committee and as outlined in the Administrative Procedure for Specialty Academies.
2. Prior to May 31 of each school year, the Board must approve each new Specialty Academy and approve a schedule of fees for each one offered and must make the schedule of fees available to the public. An approved schedule of fees for a Specialty Academy is required annually. Information on financial hardship can be found in [Administrative Procedure 506](#) (Financial Hardship).
3. Once the Board has granted approval for a Specialty Academy, subsequent Board approval is not required unless the Specialty Academy has not been offered for three consecutive school terms.

Reference: School Act, Sections 2, 3, 4, 7, 8, 8.2, 8.4, 8.5, 17, 20, 22, 23, 65, 74.1, 75, 75.1, 82.1, 85  
School Regulation 265/89  
Education Program Guide MO 333/99  
Required Areas of Study MO 295/95  
Min of Education, French Immersion Program  
Specialty Academy Criteria Regulation 219/08  
Section 23 Canadian Charter of Rights and Freedom  
Collective Agreements

Approved: November 2020

Feedback for Policy 24 (Programs of Choice)

Policy Reference	Respondent & Feedback	Staff Comments
Specialty Academies, Paragraph #2	<p><b>P. Westhaver, SAA</b>            Should this date be changed to January 31? In reality course selection guides &amp; course registration process is underway by mid-February in all secondary schools in preparation for the following year.</p> <p><i>When is the is the .... approved schedule of fees for a Specialty Academy if required annually... expected or due?</i>            What is the date?</p>	

## Policy 2

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### ROLE OF THE BOARD

The Board is charged with the responsibility of providing a public education system that is organized and operated in the best interests of the students and community it serves for the purpose of preparing citizens for participation in a democratic society. It exercises this responsibility through setting and assessing clear strategic directions and the allocation of resources in alignment with the strategic plan and district goals.

#### Specific Areas of Responsibility

##### 1. Accountability to the provincial government

The Board shall:

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

##### 2. Improvement of student achievement and individual success

The Board shall:

- 2.1 Ensure Board agendas reflect the Board's commitment to improving student achievement and individual success.
- 2.2 Ensure the Saanich Strategic Plan references student learning key results and strategies for assessment.
- 2.3 Ensure resources for approved initiatives to improve student outcomes are included in the annual operating budget.
- 2.4 Ensure the effectiveness of the Superintendent's leadership in improving student outcomes is assessed annually.
- 2.5 Support measures that promote student well-being.

##### 3. Accountability to and engagement of community

The Board shall:

- 3.1 Make decisions that address the needs of the student population in the district.
- 3.2 Establish transparent processes and provide easily accessible opportunities for community and partner group engagement.
- 3.3 Report District outcomes including student outcomes to the community at least once annually.
- 3.4 Develop procedures for and hear appeals as required by statute and/or Board policy.

- 3.5 Model a culture of respect, integrity and inclusion.
- 3.6 Engage and consult with the WSANEC First Nation.
- 3.7 Whenever possible, beyond the provision of mandatory education for students, school district facilities will be made available to the community.
- 3.8 Promote the use of Board property for the purpose of providing child care programs between the hours of 7am and 6pm on business days.**
- 3.9 Engage the community, on an ongoing basis, to assess the need for child care programs on Board property, and how the Board will support principles of Indigenous reconciliation in child care; and inclusive child care.**

#### 4. Strategic planning and reporting

The Board shall:

- 4.1 Provide overall direction for the District by establishing foundational statements.
- 4.2 Set District priorities and key results to be included in the District's Strategic Plan.
- 4.3 Annually evaluate the effectiveness of the District in achieving established priorities and key results.
- 4.4 Approve the District's Strategic Plan and any adjustments.

#### 5. Policy development, implementation and evaluation

The Board shall:

- 5.1 Identify how the Board is to function.
- 5.2 Delegate authority to the Superintendent and define commensurate accountabilities.
- 5.3 Make the final decision as to the approval of all policies.
- 5.4 Develop, assess, review and revise policies as required to ensure intended results are being achieved and that policies are consistent with legislation.
- 5.5 Ensure Board decisions which are intended to have continuing effect are integrated into existing or new policy statements.
- 5.6 Review all policies at least once in a term of office.
- 5.7 Review Administrative Procedures which are developed, deleted or significantly amended to ensure they are in alignment with Board policy and advise accordingly.

#### 6. Board/Superintendent relations

The Board shall:

- 6.1 Select the Superintendent.
- 6.2 Provide the Superintendent with clear Board direction.
- 6.3 Delegate in writing administrative authority and identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 6.4 Evaluate the Superintendent's performance.

- 6.5 Set and review the Superintendent's compensation.
- 6.6 Respect the authority of the Superintendent to implement Board decisions and legislated directions and support the Superintendent's actions which are exercised within the delegated discretionary powers of the position.
- 6.7 Ensure all Board members interact with the Superintendent in a respectful and professional manner.

## 7. Political Advocacy / Influence

The Board shall:

- 7.1 Make decisions regarding BCSTA and BCPSEA issues.
- 7.2 Advance District positions and priorities including through the BCSTA and VISTA where applicable.
- 7.3 Act as an advocate for public education and the District.
- 7.4 Develop an annual plan for advocacy including focus, key messages, relationships and mechanisms.
- 7.5 Promote regular meetings and maintain timely, frank and constructive communication with provincially and locally elected officials and staff as appropriate.
- 7.6 Arrange meetings with elected provincial/federal government officials to communicate and garner support for priorities and directions.

## 8. Board development:

The Board shall:

- 8.1 Assess the Board's effectiveness and performance.
- 8.2 Once a term the Board will develop a development plan with accountability measures aligned with District priorities and Board evaluation outcomes and use a Board planning day to review progress annually.

## 9. Fiscal accountability

The Board shall:

- 9.1 Approve budget consultation plan including timelines at the outset of the budget process.
- 9.2 Approve the annual budget and allocation of resources in alignment with the Strategic Plan to achieve desired results.
- 9.4 Annually approve the District's updated five year Capital Plan.
- 9.5 Appoint or re-appoint the auditor and approve the terms of engagement.
- 9.6 Review annually the audit report and management letter and approve those recommendations to be implemented.
- 9.7 Make decisions regarding ratification of any memoranda of agreement in local bargaining matters.



- 9.8 Approve the acquisition and disposition of District land and buildings.
- 9.9 Approve the annual spending plan for the Annual Facilities Grant.
- 9.10 Approve the amended annual budget.
- 9.11 Monitor the fiscal management of the district through receipt of monthly fiscal accountability reports (January through June).
- 9.12 Approve borrowing for capital expenditures within provincial restrictions.
- 9.13 Approve transfer of funds to/from restricted and non-restricted surplus funds.

### **Additional Responsibilities**

The Board shall:

- 1. Approve annual district calendar in accordance with legislation and collective agreements.
- 2. Approve Board Authority Authorized Courses.
- 3. Annually set limits for International students.
- 4. Name or rename educational facilities and land.
- 5. Recognize students, staff and community members for significant accomplishments.
- 6. Approve contracts and agreements as required by legislation.
- 7. Approve changes to student fee schedule.
- 8. Hear unresolved student or staff complaints of discrimination or harassment that cannot be heard by the Superintendent.
- 9. Approve the implementation and cessation of district programs and approve any imposition of, or changes in fees for programs that charge fees.
- 10. Approve parameters for negotiations after soliciting advice from the Superintendent and ratify Memoranda of Agreements with bargaining units.
- 11. Review and approve Board compensation and expense rates.
- 12. Approve catchment areas for schools and district programs.
- 13. Approve changes in grade configurations.
- 14. Approve the reopening of a closed school.
- 15. Dispose and acquire of district property and buildings.
- 16. Annually review student enrolment and staffing report.
- 17. Approve changes to the Strategic Plan.
- 18. Annually review and approve the Annual Board Work Plan.
- 19. Approve Corporate Identity.
- 20. Determine the composition of and select the Executive Committee.

Friday, February 19, 2021

Leigh Glancie  
Sr. Exec Admin Assistant to the Superintendent  
of Schools and Secretary Treasure  
School District 63 (Saanich)



Dear Leigh Glancie

**RE: Licensed Childcare**

Thank you for seeking feedback on the proposed changes to Board Policy and Administrative Procedures.

The Association supports the concept of additional childcare spaces. As a new father, I am aware of the challenges that parents have in finding childcare spaces that meets their needs. My daughter's daycare, within a year of her enrollment, closed as the owners of the property choose to redevelop the property. It is a challenge to not only find childcare spaces, but to find stable spaces. Board properties have the opportunity to provide badly needed stable childcare spaces. This would provide a benefit to the community as a whole.

The Association does take note of 85.4 of the Ministerial Order that says:

"If a childcare program is provided on board property by the board or by a licensee other than the board, the board must ensure (a)... (b) that the provision of the childcare program does not disrupt or otherwise interfere with educational activities."

The proposed Administrative Procedure 551.1 expands this to include early learning programs and extracurricular school activities.

The Association appreciates that the potential introduction of childcare spaces will not affect existing programs. The Association also believes

that the intent of not disrupting or otherwise interfering with educational activities, also includes not interfering with the District's ability to meet the contractual obligations that the Employer has towards implementing the class size and composition language that was restored in 2016. As the District is still in the process of bringing several schools into compliance with the language, the addition of child spaces should not impede the District's ability to continue to bring those school into compliance. A priority should be given to schools, not already in compliance, to be brought into compliance before those schools are chosen for potential sites for future childcare spaces.

As noted, the Association is in support of childcare spaces on school property provided that those spaces do not interfere with current or future educational programs. We look forward to continued conversations about these spaces as the Board Policy and Administrative Procedures are developed.

With respect,



Don Peterson  
President, Saanich Teachers' Association

## **FRENCH LANGUAGE PROGRAMS**

### **Background**

The District provides a core French language program to K-12 students in their neighbourhood school. The District also provides a French Immersion Program of Choice in selected elementary, middle and secondary school sites.

### **Procedures**

1. The following programs will be offered:
  - 1.1. Core French Program (for students who do not choose French Immersion).
    - 1.1.1. For Kindergarten to grade 5 students at all District elementary schools, with the main objectives of developing basic verbal fluency in French and appreciating the inter-connection of language and culture.
    - 1.1.2. For grade 6-8 students at all District middle schools, to further develop verbal fluency and introduce written language.
    - 1.1.3. As an elective, for grade 9-12 students at all District secondary schools, to advance the skill areas of listening, reading, writing and speaking in order to provide a sound working knowledge of French upon graduation.
  - 1.2. Early French Immersion Program (Program of Choice)
    - 1.2.1. In two elementary schools, one middle school and one secondary school (known as “dual track schools”).
    - 1.2.2. With instruction of the basic curriculum in French from a French-speaking classroom teacher, from Kindergarten to grade 12.
    - 1.2.3. With English Language Arts introduced in elementary and increasing proportionally as a percentage of daily instruction through middle school and secondary school under Ministry of Education guidelines.
    - 1.2.4. With a main objective of providing an education equivalent to the regular English language program and also providing a high level of proficiency in spoken and written French, leading to functional bilingualism upon graduation.
    - 1.2.5. With students normally entering Early French Immersion in Kindergarten and occasionally in Grade 1.
    - 1.2.6. With students, who upon graduation will be able to easily participate in French conversations, take post-secondary courses with French as the language of instruction and/or accept employment with French as the language of the workplace.

The following chart shows the Ministry recommended time allocations for French language instruction:

Grade	% of French Instruction
K-2 or 3	100
3 or 4-7	80
8-10	50 - 75
11-12	no less than 25

## 2. Key Responsibilities of District personnel:

### 2.1. Principals

- 2.1.1. Work with Human Resources staff in the hiring and assignments of French Immersion and Core French teaching staff.
- 2.1.2. Ensure that federal funds allocated for French language programs are used for those programs.
- 2.1.3. Promote French language and English programs equally in dual-track and single-track schools in the District.

### 2.2. Teachers

- 2.2.1. Speak and write French with a high degree of proficiency as determined by oral and written assessments administered by the District.
- 2.2.2. Provide students the opportunity to learn about the culture of French-speaking peoples.
- 2.2.3. Engage in professional learning relevant to the teaching area and continue, where necessary, to upgrade language skills and fluency.
- 2.2.4. Promote French language learning while participating with English program staff in all aspects of dual or single-track schools.
- 2.2.5. Uphold the philosophy and practices of inclusion in French instructional environments and involve the school-based team to support students' unique needs and program choice.

### 2.3. Director of Instruction, Learning and Innovation

- 2.3.1. Oversees Core French and French Immersion programs in all schools.
- 2.3.2. Allocates federal funds to schools and programs as per the Ministry Federal Funding Guide for French programs, including bursaries to teachers.

- 2.3.3. Attends District Core/Immersion meetings where possible.
- 2.3.4. Oversees hiring practices and assists where necessary.
- 2.3.5. Ensures representation and advocacy for French programs in the District.

### 3. Enrolment and Registration for French Immersion

- 3.1. If necessary, registration in French Immersion will take place through a Kindergarten district lottery process for each elementary school.
- 3.2. District registration priorities will be followed as per [Administrative Procedure 305 – Student Enrollment and Choice](#).
- 3.3. Late entry (after kindergarten) into the Early Immersion Program will be considered as follows:
  - 3.3.1. Students who have come to the District from another French Immersion program may enter the program in the District at the appropriate level given space availability and language proficiency.
  - 3.3.2. Kindergarten students who begin in an English program may transfer mid-year to a French Immersion program with the approval of administrative staff.
  - 3.3.3. Students who have completed Kindergarten in English have the option to transfer to grade one French Immersion with approval of administrative staff.
  - 3.3.4. Consistent with Ministry policy, after grade one, any student wishing to enroll in French Immersion who has not previously been in a French Immersion program elsewhere, will be assessed for language proficiency by the School-based Team.

### 4. Transportation

- 4.1. As French Immersion is a Program of Choice, parents may be required to provide transportation to schools offering French Immersion.

Reference: School Act Sections 8.2, 17, 20, 22, 65, 75, 85  
School Regulation 265/89  
Education Program Guide MO 333/99  
Required Areas of Study MO 295/95  
Min of Education, French Immersion Program  
Section 23 Canadian Charter of Rights and Freedom  
Policy 24 – Programs of Choice

Approved: XXXX 2021

## **SPECIALTY ACADEMIES**

### **Background**

Specialty Academies refer to an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the School Act and any associated Regulations.

### **Procedures**

1. Secondary school principals are responsible for submitting a proposal for a new Specialty Academy. Initial enquiries should be directed to the Director of Instruction – Learning and Innovation.
2. Students enrolled in a Specialty Academy must have sufficient course credits in their graduation program to meet the requirements for graduation. Specialty Academy courses should contain additional learning outcomes beyond the learning outcomes required by the standard educational program.
3. The District may levy fees to students enrolled in Specialty Academies. The fees will offset the costs incurred by the District for the academy that are in addition to the costs for a standard educational program. For more information see [Administrative Procedure 506 - Financial Hardship](#).
4. The Parents' Advisory Council will be consulted and will advise the Principal on the proposed Specialty Academy and schedule of fees.
5. Formal requests to the Board for approval of a Specialty Academy must include:
  - 5.1. A description of the Specialty Academy.
  - 5.2. The course(s) required to complete the academic requirements of the Specialty Academy including a description of the curriculum to be covered, major learning objectives and student assessment criteria.
  - 5.3. The course hours of any Specialty Academy courses required in the *Specialty Academy Regulation*.
  - 5.4. That the Parents' Advisory Council has been consulted on the Specialty Academy; and,
  - 5.5. A schedule of any required student fees.

Reference: School Act Sections 2, 3, 4, 7, 8, 8.4, 8.5, 20, 22, 23, 65, 74.1, 75, 75.1, 82.1, 85  
Specialty Academy Criteria Regulation 219/08  
Collective Agreements  
Policy 24 – Programs of Choice

Approved: XXXX 2021

# COMMUNITY USE OF SCHOOLS

## Background

Whenever possible, beyond the provision of mandatory education for students, District facilities will be made available to the community.

## Procedures

1. Eligibility of Applicants
  - 1.1. Applicants must be capable of accepting responsibility for conduct of participants and financially responsible for damage.
2. Suitability of Facilities
  - 2.1. There is no warranty, expressed or implied, on the part of the District as to the suitability or condition of the premises and lessee must accept same at their own risk. The District reserves the right to substitute one facility for another if the need arises.
3. Type of Activity
  - 3.1. Lessee must limit themselves and their group to the activity or activities specified in contract, unless otherwise authorized in writing.
4. Applications
  - 4.1. Applicants requesting the use of District facilities are required to complete the forms provided. These forms shall be submitted at least 15 calendar days prior to commencement date.
  - 4.2. Each Principal shall indicate to the Custodial/Community Use Manager by June 15 of each year the evenings they wish to have school facilities reserved for after school educational activities during the following school year. If any discrepancies arise, the Superintendent will determine the educational justification. No requests will be considered after June 15.
  - 4.3. User categories are listed in descending order of priority:
    - 4.3.1. Students of the school – under control of the Principal
    - 4.3.2. District Requirements
    - 4.3.3. Joint Use Agreements
    - 4.3.4. ~~Licensed Daycares~~
    - 4.3.5. Other community groups
    - 4.3.6. Commercial
    - 4.3.7. District Employees – For personal recreation activities on regular school days only



- 4.4. Users in categories 4.3.4 to 4.3.7 will, under no circumstances, advertise or promote their activity as being connected in any way with the operation of the school or the District, and shall use the name of the school only to identify the site where the activity takes place, and not as part of the title of the activity.
- ~~4.5. Under category 4.3.4, the District supports the use of District property by licensed child care providers on business days between the hours of 7:00am and 6:00pm. The use of District property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extra-curricular school activities. Revenue obtained by the District from the use of District property by licensed child care providers will not be more than the direct and indirect costs incurred and to be incurred by the District as a result of making that use available.~~

## 5. Charges

- 5.1. Charges will be paid in advance, or as otherwise arranged, to the District in accordance with current rates. For activities involving more than 20 people or over a period of more than 5 days, a 10% administrative fee will be charged. Playing field charges will only apply to users over the age of 19 years. Rental rates are available as listed on the District website. If additional custodial services are requested or required, these services will be provided as indicated by the Principal.

## 6. Cancellation

- 6.1. If any of the facilities covered by a contract are required for purposes of the District, the said facilities shall be made available to the District, provided that the Lessee receives ten (10) calendar days notice in writing of any such intended use. Lessee shall give ten (10) calendar days notice prior to cancellation of the contract or a 10% cancellation fee will be charged.

## 7. Supervision

- 7.1. The person in charge of a group is responsible for the admission, and conduct of all participants and/or spectators on District property. The District reserves the right to evaluate the supervision provided.
- 7.2. A Facility Supervisor is required when District facilities are used on days or nights when either school or schools are not in session, when custodians are not on duty, or in situations where the Custodial/Community Use Manager deems it necessary. Facility Supervisors are employed by the District at the Lessee's expense.
- 7.3. The District reserves the right to cancel permits where it considers control is inadequate.
- 7.4. The individual designated as "in charge" will:
  - 7.4.1. Where applicable, make themselves known to the custodian on duty or the Facility Supervisor in the building.
  - 7.4.2. Enforce all District procedures concerning the use of school facilities and playing fields.
  - 7.4.3. Supervise entrance and adjacent area to prevent unauthorized persons from entering the building.
  - 7.4.4. Limit activities and participants to the area assigned to the group.

7.4.5. Ensure that specified days and times are adhered to.

## 8. District Premises

8.1. District premises will be available Monday to Sunday inclusive, at times other than required for school and District needs. No sub-letting of facilities is permitted.

8.1.1. All requests for use of school equipment must be approved by the Principal of the school 10 days prior to use.

8.1.2. Footwear which could damage or mark floors is not permitted.

8.1.3. Groups playing soccer indoors must use approved indoor soccer balls.

8.1.4. There shall be no consumption of alcohol and no smoking on District property as per Administrative Procedure 162 and Administrative Procedure 163.

8.1.5. Lessees shall familiarize themselves with school evacuation plans

8.1.6. Outdoor facilities are available to groups aged 19 or over at rates as per the Appendix.

8.1.7. Claremont and Parkland tracks will not be available for out of District use without District approval. Fee to be determined by the Custodial/Community Use Manager.

8.1.8. Shower and washroom facilities are available at cost.

8.1.9. Floor hockey is not permitted in any District gymnasium.

## 9. Playing Fields

9.1. All requests for use of fields will be authorized by the Custodial/Community Use Manager. A schedule of approved activities and other relevant records will be kept by the Custodial/Community Use Manager. The District reserves the right at any time to cancel, without notice, the use of any playing fields, and/or outdoor facilities if in the opinion of the District such playing fields/outdoor facilities require maintenance or are unfit for use. The District shall be the sole judge of the condition of the playing fields, but will expect the Lessee to exercise judgement in the use of fields during inclement weather. Deliberate abuse of the District premises and/or facilities may result in the Lessee's contract being terminated.

## 10. Parking and Parking Lots

10.1. Parking of vehicles shall be prohibited on all school grounds, except in specified parking lots. Fire lanes must be kept clear at all times. Use of parking lots is arranged through the Custodial/Community Use Manager. Rates for activities in parking lots shall be set by the Custodial/Community Use Manager.

## 11. Property

- 11.1. The Lessee will indemnify and save harmless the District from all manner of actions, causes of action, suits, debts, demands, loss, costs, claims and demands whatsoever arising either directly or indirectly as a result of the use of school property.
- 11.2. The Lessee shall indemnify the District forthwith or upon demand for any loss or damage or power wastage occurring to the property of the District, resulting either directly or indirectly as a result of the use of the facilities under the terms of this Agreement. Lessee is responsible for any costs involved in “securing” facilities left open by Lessee.

Reference: Sections 22, 23, 65, 85 School Act  
Liquor Control and Licensing Act  
Disposal of Land or Improvements Order M193/08  
School Opening and Closure Order M194/08

Approved: November 2020

# CHILD CARE PROGRAMS

## Background

The District promotes the use of District property for the purpose of providing child care programs between the hours of 7am and 6pm on business days.

## Procedures

1. The use of District 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.
2. Fees for the use of District property by licensees to provide a child care program will not exceed the direct and indirect costs that the District incurs in making District property available for that use.
3. Child care programs, if operated by the District, will be operated for a fee no greater than the direct costs the District incurs in providing the child care program.
4. In selecting licensees to operate a child care program, the District will give special consideration to the candidates' proposals to foster Indigenous reconciliation in child care, and provide inclusive child care.
5. If the District decides to operate a child care program, the District will ensure that it is operated in a manner that:
  - a. 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*: (i) Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including in the area of education; and (ii) "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
  - b. Is inclusive and consistent with the principles of non-discrimination set out in the British Columbia *Human Rights Code*.
6. Any contract with a licensee to provide a child care program on District property must be in writing and subject to review no less than every 5 years. The contract must contain:
  - a. a description of the costs for which the licensee is responsible;
  - b. an agreement by the licensee to comply with Board policy and District procedure;
  - c. a provision describing how the agreement can be terminated by the District or the licensee;
  - d. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
  - e. a statement that the agreement can only be amended in writing, signed by the District and the licensee;
  - f. a requirement for the licensee to maintain appropriate standards of performance including the expectation that the program fosters Indigenous reconciliation in child care; and provides inclusive child care.

- g. a requirement that the licensee must at all times maintain the required license to operate a child care facility.
7. Prior to entering into or renewing a contract with a licensee to provide a child care program on board property, the District will consider:
- a. whether it is preferable for the District to become a licensee and operate a child care program directly;
  - b. the availability of District staff to provide before and after school care; and
  - c. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under Board policy, District procedure, and its contract with the District, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.

Reference: School Act, Sections 85.1 to 85.4  
Ministerial Order M326 (Child Care Order)  
Policy 2 (Role of the Board)

Approved: