



**Wednesday, February 5, 2020, 4:00 pm
School Board Office
1040 Hollywood Road S
Kelowna, BC**

**The Central Okanagan Board of Education acknowledges that this meeting is being held on the unceded,
Traditional Territory of the Okanagan People.**

Pages

1. AGENDA

Additions/Amendments/Deletions

2. REPORTS/MATTERS ARISING

2.1 Policy Committee Public Meeting Report - December 4, 2019

6

(Attachment)

3. RECOGNITION/PRESENTATIONS/DELEGATIONS

4. PUBLIC QUESTION/COMMENT PERIOD

5. COMMITTEE MEMBERS QUERIES/COMMENTS

6. DISCUSSION/ACTION ITEMS

6.1 Amendments to Policy 405 - Student Placement and Regulations 405R - Student Placement (Regulations)

10

(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 405 - Student Placement and Regulations 405R - Student Placement (*Regulations*), as attached to the Agenda and as presented at the February 5, 2020 Policy Committee Meeting.

6.2 Amendments to Policy 386 - Employee Use of Electronic and Social Media Communication

16

(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 386 - Employee Use of Electronic and Social Media Communication, as attached to the Agenda and as presented at the February 5, 2020 Policy Committee Meeting.

6.3 Amendments to Policy 486 - Student Use of Electronic and Social Media Communication

19

(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 486 - Student Use of Electronic and Social Media Communication, as attached to the Agenda and as presented at the February 5, 2020 Policy Committee Meeting.

6.4 New Policy 437 - Managing Students with Diabetes and New Regulations 437R - Managing Students with Diabetes (Regulations)

22

(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve new Policy 437 - Managing Students with Diabetes and new Regulations 437R - Managing Students with Diabetes (*Regulations*), as attached to the Agenda and as presented at the February 5, 2020 Policy Committee Meeting.

6.5 Amendments to Policy 208 - Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity

32

(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 208 - Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity, as attached to the Agenda and as presented at the February 5, 2020 Policy Committee Meeting.

6.6 Annual Review of Committee's Mandate, Purpose and Function: Policy 168 - Policy Committee

34

(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education affirm Policy 168 - Policy Committee, as attached to the Agenda and as presented at the February 5, 2020 Policy Committee Meeting.

***6.7 Amendments to Policy 706 – District Student Council and Regulations 706R – District Student Council (Regulations)**

36

(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 706 – District Student Council and Regulations 706R – District Student Council (Regulations), as attached to the Agenda and as presented at the February 5, 2020 Policy Committee Meeting.

7. DISCUSSION/INFORMATION ITEMS
8. COMMITTEE CORRESPONDENCE
9. ITEMS REQUIRING SPECIAL MENTION
10. RECOMMENDATIONS/REFERRALS TO THE BOARD/COORDINATING COMMITTEE/OTHER COMMITTEES

11. ITEMS FOR FUTURE POLICY COMMITTEE MEETINGS

- Review of Central Okanagan Public Schools Policies (in relation to the Board of Education) relative to School District No. 83 (North Okanagan-Shuswap) Policies
- Policy 390 – Conflict of Interest and Confidentiality
- Amendments to Policy 480 – Raising the Bar: The Three-Year Rule, Deletion of Appendix 480A – Application for Exemption of the Three-Year Rule, Deletion of Appendix 480A – Appeal of Decision to Deny Three-Year Rule Exemption Application – feedback from Central Okanagan Parent Advisory Council.
- Amendments to Policy 650 – Public Use of School Facilities and Amendments to Regulations 650R – Public Use of School Facilities (Regulations) – feedback from partner groups
- Amendments to Policy 351 – Respectful Workplace and Regulations 351R – Respectful Workplace (*Regulations*) – recommendation from the Ad Hoc Policy Committee
- Amendments to Policy 625 – Sites, Facility and Equipment Enhancements – recommendation from the Ad Hoc Policy Committee
- Amendments to Policy 436 – Managing Students with Medical Alert/Anaphylaxis Conditions and Regulations 436R – Managing Students with Medical Alert/Anaphylaxis Conditions (*Regulations*)
- Amendments to Policy 220 – Principals and Vice-Principals: Selection, Appointment and Transfer and Regulations 220R – Principals and Vice-Principals: Selection, Appointment and Transfer

12. FUTURE POLICY COMMITTEE MEETINGS

Wednesday, May 6, 2020 – 4:00 pm

Wednesday, November 4, 2020 – 4:00 pm

13. MEDIA QUESTIONS

14. ADJOURNMENT

SCHOOL DISTRICT No. 23 – BOARD COMMITTEE REPORT

COMMITTEE: Policy Committee DATE: December 4, 2019

CHAIRPERSON: Trustee L. Tiede STAFF CONTACT: K. Kaardal, Superintendent/CEO

Attendees:

Board of Education:

Trustee L. Tiede (Chairperson)
Trustee J. Fraser (Committee Member)
Trustee A. Geistlinger (Committee Member)
Trustee M. Baxter

Staff:

K. Kaardal, Superintendent of Schools/CEO
T. Beaudry, Deputy Superintendent
R. Stierman, Secretary-Treasurer
M. Essler, Executive Assistant (Recorder)
Dr. R. Oliver, Assistant Superintendent
D. Cavezza, District Health & Safety Manager

Partner Group Representation:

COPAC	No representative
COTA	Lori Dawson Bedard, 1 st Vice-President
COPVPA	No representative
CUPE	Shelley Yost, Clerical/Library Assistant Shop Steward
DSC	Zijun Meng, Student, Okanagan Mission Secondary School

Agenda – Additions/Amendments/Deletions

Remove:

- Discussion/Action Item 6.1 – New DRAFT Policy 437 – Physical Restraint and Seclusion in School Settings (*Draft Policy is no longer required as confirmation has been received by the Ministry of Education that the Admin Procedure is sufficient.*)
- Discussion/Action Item 6.2 – Amendments to Policy 220 – Principals and Vice-Principals: Selection, Appointment and Transfer and Regulations 220R – Principals and Vice-Principals: Selection, Appointment and Transfer (*Will be brought back to the next Policy Committee after discussions with the Human Resources Department.*)

Additional Material:

- Additional Material for Information Item 7.1 – Review of Policy 208 – Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity

The December 4, 2019 Agenda was approved as amended.

Report

The October 2, 2019 Public Policy Committee Report was approved as presented.

Discussion/Action Items

6.1 Review of Policy 345 – Violence in the Workplace and Amendments to Regulations 345R – Violence in the Workplace (Regulations)

In attendance: Dave Cavezza, District Health & Safety Manager

Dave Cavezza, District Health & Safety Manager, confirmed that the Policy and Regulations were reviewed by WorkSafeBC, and the amendments to the Regulations are coming forward on the recommendation of WorkSafeBC and after review by the District Health & Safety Committee. There were no suggested amendments to the Policy 345 - Violence in the Workplace. The reference to VTIH Form will be amended to read Violence Threat Intimidation Harassment (VTIH) Form and will be included with the suggested amendments to the Regulations when presented to the Board.

Outcome:

THAT: The review of Policy 345 – Violence in the Workplace and Amendments to Regulations 345R – Violence in the Workplace (*Regulations*), as attached to the Agenda and as further amended at the December 4, 2019 Policy Committee Meeting, be forwarded to the Board of Education for approval.

6.2 Amendments to Policy 352 – Discrimination Towards and by Staff as it Pertains to Sexual Orientation and Gender Identity
Amendments to Regulation 450R - Discrimination Towards and by Students (Regulations)
Amendments to Policy 452 – Discrimination Towards and by Students as it Pertains to Sexual Orientation and Gender Identity

In attendance: Dr. Rick Oliver, Assistant Superintendent

Dr. Rick Oliver, Assistant Superintendent, confirmed that the students in the Mount Boucherie Secondary School Diversity Club reviewed the Policies and Regulations and provided suggested amendments to the Human Rights Committee. The suggested amendments update the language and reflect how everyone needs to be respectful of how people may wish to be identified. The Committee members agreed to discuss each Policy/Regulation on an individual basis.

Amendments to Policy 352 – Discrimination Towards and by Staff as it Pertains to Sexual Orientation and Gender Identity

Two additional amendments to the Policy were identified:

- Page 2, second to last paragraph, to read:
The victim or the alleged harasser may be a School District employee, parent, volunteer, a Board Member or a third party doing business with the District.
- Definition of LGBTQ – addition of +
LGBTQ+ is an acronym for Lesbian, Gay, Bisexual, Transgender, ~~and~~ Questioning, plus other terms, and it is meant to be an inclusive term for a very diverse group of people.

Outcome:

THAT: The amendments to Policy 352 – Discrimination Towards and by Staff as it Pertains to Sexual Orientation and Gender Identity, as attached to the Agenda and as further amended at the December 4, 2019 Policy Committee Meeting, be forwarded to the Board of Education for approval.

Amendments to Regulation 450R - Discrimination Towards and by Students (Regulations)

The suggested amendments were reviewed.

Outcome:

THAT: The amendments to Regulation 450R – Discrimination Towards and by Students (Regulations), as attached to the Agenda and as presented at the December 4, 2019 Policy Committee Meeting, be forwarded to the Board of Education for approval.

Amendments to Policy 452 – Discrimination Towards and by Students as it Pertains to Sexual Orientation and Gender Identity

An amendment to the definition of LGBTQ – addition of +

LGBTQ+ is an acronym for Lesbian, Gay, Bisexual, Transgender, ~~and~~ Questioning, plus other terms, and it is meant to be an inclusive term for a very diverse group of people.

Outcome:

THAT: The amendments to Policy 452 – Discrimination Towards and by Students as it Pertains to Sexual Orientation and Gender Identity, as attached to the Agenda and as further amended at the December 4, 2019 Policy Committee Meeting, be forwarded to the Board of Education for approval.

Information Items:

7.1 Review of Policy 208 – Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity

In attendance: Kyle Cormier, Director of Labour Relations

The review of Policy 208 – Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity was referred to the Policy Committee from the Finance and Audit Committee. At the June 19, 2019 Finance and Audit Committee meeting Trustee Baxter queried where complaints, other than financial, can be heard and questioned whether or not Board Policy should be updated to include the reporting of other allegations.

Trustee Baxter stated she originally brought this Policy forward as she felt there was a need for a Whistleblower Policy for both financial irregularities and for other matters of serious concern which may affect the School District or which could be deemed as actions detrimental to students and staff. The Committee discussed concerns with the anonymity of the person reporting the concerns and therefore resulting in the inability to properly investigate or substantiate accusations. Also discussed was the fear of defaming or ruining an employee's reputation without substantiation. Further concerns were discussed about retribution or retaliation.

The Committee reviewed the current listing of ways in which to report concerns:

- Policy 208 – Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity
- Policy and Regulations 350 – Human Rights
- Policy and Regulations 351 – Respectful Workplace
- Reporting to a Supervisor
- Reporting to the Superintendent of Schools/CEO
- Appeal to the Board of Education – Policy 460 – Appeals
- Criminal matter:
 - o RCMP
 - o Crime Stoppers
- Ministry for Children and Family Development
- Ombudsperson
- Human Rights Tribunal Complaint Process
- Process for CUPE and COTA enshrined in respective Collective Agreements
 - o COTA: Article A.6
 - o CUPE: Article 18

The Committee agreed further investigation was required, including reviewing Policies of other School Districts.

Outcome:

THAT: The review of Policy 208 – Confidential Disclosure: Reporting and Investigating Allegations of Financial Irregularity be deferred to the next Policy Committee Meeting.

Recommendations to the Board of Education

- Review of Policy 345 – Violence in the Workplace and Amendments to Regulations 345R – Violence in the Workplace (Regulations)
- Amendments to Policy 352 – Discrimination Towards and by Staff as it Pertains to Sexual Orientation and Gender Identity
- Amendments to Regulation 450R - Discrimination Towards and by Students (Regulations)
- Amendments to Policy 452 – Discrimination Towards and by Students as it Pertains to Sexual Orientation and Gender Identity

Items for Future Policy Committee Meetings

- Review of Central Okanagan Public Schools Policies (in relation to the Board of Education) relative to School District No. 83 (North Okanagan-Shuswap) Policies
- Policy 390 – Conflict of Interest and Confidentiality
- Amendments to Policy 480 – Raising the Bar: The Three-Year Rule, Deletion of Appendix 480A – Application for Exemption of the Three-Year Rule, Deletion of Appendix 480A – Appeal of Decision to Deny Three-Year Rule Exemption Application – feedback from Central Okanagan Parent Advisory Council.
- Amendments to Policy 650 – Public Use of School Facilities and Amendments to Regulations 650R – Public Use of School Facilities (Regulations) – feedback from partner groups
- Amendments to Policy 351 – Respectful Workplace and Regulations 351R – Respectful Workplace (*Regulations*) – recommendation from the Ad Hoc Policy Committee
- Amendments to Policy 625 – Sites, Facility and Equipment Enhancements – recommendation from the Ad Hoc Policy Committee
- New Policy – Diabetes
- Amendments to Policy 436 – Managing Students with Medical Alert/Anaphylaxis Conditions and Regulations 436R – Managing Students with Medical Alert/Anaphylaxis Conditions (*Regulations*)
- Amendments to Policy 220 – Principals and Vice-Principals: Selection, Appointment and Transfer and Regulations 220R – Principals and Vice-Principals: Selection, Appointment and Transfer

Future Policy Committee Meetings

Wednesday, February 5, 2020 – 4:00 pm

Wednesday, May 6, 2020 – 4:00 pm

Wednesday, November 4, 2020 – 4:00 pm

Questions – Please Contact:

Lee-Ann Tiede, Chairperson

Kevin Kaardal, Superintendent/CEO

Ryan Stierman, Secretary-Treasurer

Phone: 250-763-4650

Phone: 250-470-3256

Phone: 250-470-3216

email: lee-ann.Tiede@sd23.bc.ca

email: kevin.kaardal@sd23.bc.ca

email: ryan.stierman@sd23.bc.ca

Lee-Ann Tiede, Chairperson



Section Four: Students

“Together We Learn”

405 – STUDENT PLACEMENT

Introduction

A student may enroll in an educational program at any school in our district, providing there is space, as outlined by Sections 2(2) and 74.1 of the *School Act*, this Policy and its Regulations.

The Board of Education will designate school catchment areas and catchment areas for the District's French Immersion Programs, in the School District in order to:

- meet the program needs of the students as much as possible;
- make the best use of facilities, staff and transportation; and if possible,
- enable the school to develop a unique identity.

Policy

1. The principles for setting/changing catchment areas should include the requirement for boundaries to:
 - reflect traditional neighbourhoods, subdivisions and regions;
 - minimize safety concerns for elementary students as a result of major roadways or other known hazards;
 - reflect long-term development to minimize stress caused by frequently changing boundaries in rapidly growing/declining areas;
 - maximize the efficiency of schools and the transportation system;
 - maintain a cohort of students at each grade level offered at the school, to support the long-term sustainability of the school;
 - support the long-term sustainability of the District's French Immersion Programs.
2. Where space permits, students should be allowed to remain in currently assigned schools and catchment area changes will apply only to new registrations.
3. In some situations it may be necessary and desirable to relocate students from one school to another. Except as specified in Board Policy 470 - *Transportation Services Management*, students are eligible for School District transport if they are directed to a school beyond the walk limits of their home. The two most common reasons for relocation are capping and reassigning.



Section Four: Students

“Together We Learn”

4. Capping occurs when a school, grade, class or program has reached the capacity as set by the Board. New students wishing to register in a capped school, grade, class or program will be directed to another school. When capping occurs:
 - 4.1 Students who have been directed to another school will have first option, based on a chronological list, of returning to their catchment area school when space becomes available during the year.
 - 4.2 Students will have the option of returning to their catchment area or French Immersion catchment area school at the beginning of the new school year if space is available, or remaining at the school to which they were directed.
5. Reassigning occurs when a student changes school catchment area as a result of a request by the parent, student or administration.
 - 5.1 A reassignment will be approved if the receiving school, grade or program has space to accommodate the student.
6. A student placement decision made by the Superintendent or designate may be appealed to the Board, under Board Policy 460 – *Appeals*.

Date Agreed: April 23, 1980

Date Amended: February 24, 1982; March 7, 1984; April 24, 1985;
February 14, 1990; September 8, 1993; June 7, 2000

Date Reviewed/Amended: November 13, 2002

Date Amended: November 12, 2003; February 22, 2006; June 30, 2008;
May 8, 2013

Date Reviewed: February 12, 2014

Related Documents: 405R, Policy 460



Section Four: Students

“Together We Learn”

405R – STUDENT PLACEMENT (REGULATIONS)

1. Placement

A student may enrol in an educational program at any school in our district, providing there is space, as outlined in Sections 2(2) and 74.1 of the *School Act*, this Policy and its Regulations, unless they have been directed to another school for any reason as determined by the Superintendent of Schools or designate.

Once a student has been registered in a school, he/she will be counted as a student of that school.

2. Enrolment Priorities

Priority shall be given to students on the following basis:

- catchment or French Immersion catchment area students who, in the previous year, attended the school;
- catchment or French Immersion catchment area students who, in the previous year, were ‘placed’ by the district in a different school;
- siblings of catchment or French Immersion catchment area students;
- new catchment or French Immersion catchment area students;
- siblings of non-catchment or non-French Immersion catchment area students currently enrolled in the school;
- non-catchment area or non-French Immersion catchment area students who request to attend the school which is other than their catchment area school;
- non-district area students;
- international students.

The enrolment priorities are applied on a grade by grade basis and are not intended to cause the school to change its grade configuration. Each school is expected to maintain a cohort of students at each grade level offered at the school.

3. Capping

In situations where a grade, class, program or school has reached capacity as set by the Board of Education, capping will be used to relocate students to another school as follows:



Section Four: Students

“Together We Learn”

- 3.1 Decisions related to capping of a school will be made by the Board of Education considering the advice of the Superintendent of Schools/CEO, and after consultation with the school community.
- 3.2 Decisions related to capping of a grade will be made by the appropriate family of schools Assistant Superintendent, in consultation with the parent(s)/student(s), the two Principals involved and the Director of Operations or designate if necessary.
- 3.3 Decisions related to deferring a student to a school other than their catchment area school will be made by the appropriate family of schools Assistant Superintendent, in consultation with the parent(s)/student, the two Principals involved and the Director of Operations or designate if necessary.
- 3.4 The Assistant Superintendent will provide to the Principals a form letter to communicate to parents the relocation of the student to another school and explaining the procedure.
- 3.5 The home catchment area Principal will place students on a chronological waiting list and will notify the parent(s)/student when space becomes available.
- 3.6 When notified that space is available, parent(s) will have the option of returning the student to the catchment area school, either immediately or at the beginning of the new school year, or have the student remain at the school to which he/she was relocated through capping. If the latter is chosen, the parent(s)/student will be responsible for transportation.

4. Non-Catchment Area Student Registrations

- 4.1 Each year, the Board will establish a formal registration period during which time a parent (or a student who is living independently) may seek to be registered at a school or program outside their catchment area in the following school year. Applications for registration will be considered in accordance with the Enrolment Priorities set out in Section 2 above, provided there is space in the school. Applications received after the formal registration period will be considered in September following the procedures identified in 4.2, 4.3 and 4.4 of these Regulations.
- 4.2 Applications for students from outside the school's catchment area will be placed on a chronological waiting list, based on the date and time the registration is received. After the students from within the catchment



Section Four: Students

“Together We Learn”

area have been placed into classes, non-catchment area students may be accepted into the school from the established Registration Priority waiting list.

- 4.3 The receiving Principal will notify the parent(s) of the acceptance/rejection of the registration and of the student's position on the waiting list by the end of the first week in September.
- 4.4 Once a student is accepted into a school outside of his/her catchment area, siblings of this student will be accepted by established registration priorities and according to space being available.
- 4.5 Applications for transfers of non-catchment area students who are currently enrolled in the Central Okanagan Public Schools will be considered on a case-by-case basis taking into account the considerations set out in Section 5.1 of these Regulations. Applications for transfers will not be used to circumvent the Enrolment Priorities for non-catchment area student registration in this Section.

5. Reassignment Registrations

- 5.1 A reassignment of a student may occur if it is deemed to be in the best interest of the student and the school, after consultation with the receiving Principal and the parent(s)/student.
- 5.2 The receiving Principal should notify the parent(s)/student of the decision, at the earliest possible date.

6. Transportation

Transportation to attend a school other than the catchment area school shall be the sole responsibility of the parents, as in Board Policy 470 - *Transportation Services Management* unless the student has been directed to attend another school because of capping, or for any other reason as determined by the Superintendent or designate.

7. Appeals

A student placement decision made in accordance with this Policy and Regulations may be appealed to the Board under Board Policy 460 – *Appeals* and Regulations 460.2R – *Appeals Related to Student Placement*.



Section Four: Students

“Together We Learn”

Date Agreed: April 23, 1980

Date Amended: February 24, 1982; March 7, 1984; April 24, 1985;
September 28, 1988; February 14, 1990; September 8, 1993; June 7, 2000

Date Reviewed/Amended: November 13, 2002

Date Amended: June 11, 2003; January 14, 2004; February 22, 2006; June 30, 2008;
May 8, 2013; January 27, 2016; February 22, 2017; June 26, 2019

Date Reviewed: February 12, 2014

Related Documents: Policy 405, Policy 460, Regulations 460.2R, Forms F405.1, F460

AMENDMENT



**386 - EMPLOYEE USE OF ~~ELECTRONIC AND SOCIAL MEDIA~~
~~COMMUNICATION NETWORK SERVICES AND~~
DIGITAL TECHNOLOGIES**

Introduction

The Board of Education *in Central Okanagan Public Schools* recognizes the benefits of employee access to ~~electronic and social media communication~~ network services and digital technologies; however, the Board is also aware of the risks involved.

This policy is intended to provide a wide range of access to ~~electronic communications systems~~ network services and digital technologies for the purpose of supporting the goals, objectives, and activities as prescribed by the Ministry of Education and the School District.

"Digital literacy and citizenship is an important skill to have in today's technology based world. The BC Ministry of Education defines digital literacy as the interest, attitude, and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze, and evaluate information, construct new knowledge, create, and communicate with others". – B.C. Ministry of Education

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/digital-literacy>

While the intent of the Board is to ~~enhance educational opportunities for staff, students, and parents, the Board also remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.~~ *Use of technologies and digital citizenship is a shared responsibility between students, parents/guardians, educators, schools, districts, and governments. Given the dynamic nature of digital technology, all groups work together to reduce the risks posed by Internet usage and promote positive digital citizenship practices.*

Definitions

Digital Citizenship

Digital citizenship is defined as appropriate, responsible behaviour with regard to technology use.

Digital Footprint

~~A digital footprint is the data trace or trail left by someone's activity in a digital environment.~~



Section Three: Staff

Digital Learning

Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas.

Digital Technologies

Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include laptops, tablets, and smartphones, as well as social media, online applications, and multimedia.

Educational Purposes

Educational purposes are those purposes which directly support student learning as outlined in the prescribed learning outcomes mandated by the Ministry of Education.

Electronic Communications Systems

Electronic communications systems include all electronic devices and related processes used for the purposes of transmitting, retrieving and storing of voice, data, or graphic images. These devices include but are not limited to computers, servers, local area networks, intranets, the Internet, electronic mail systems, online conferences, chats, blogs, videoconferences, cell phones, digital cameras, video cameras, fax machines, electronic tablets and handheld devices.

Social Media

Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue.

Network Services

Network services includes data storage, communication tools, and various productivity applications.

Policy

Responsibilities of the Employee Responsible Employee Use of Network Services and Digital Technologies

In accessing ~~electronic communications systems and social media applications~~ District network services and digital technologies, it is expected that employees will:

1. Sign the Employee Network and Account Agreement, on an annual basis, in order to gain access to and use of the District's ~~electronic communications systems~~ network services and digital technologies, and understand that compliance is a condition of access.
2. Demonstrate digital citizenship and act responsibly when accessing the school computer networks, District networks and the Internet, both during and outside of



Section Three: Staff

school hours, by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with professional codes of ethics and standards and the Employee Network ~~and Account~~ Agreement.

3. Advocate and model digital etiquette, responsible social interactions, and safe and ethical use of electronic and social media communication, including respect for copyright, intellectual property and the appropriate documentation of sources.
4. Practice safe online behaviour and report any inappropriate ~~communication use of network services and /or digital technologies~~ *(e.g. distribution of information harmful to others or information regarding a potentially dangerous situation that may threaten the safety of others)*.
5. Understand the importance of privacy and security and take all reasonable precautions when accessing network services and digital technologies.
6. Protect access to their individual network accounts by the use of a private, personal password, ensure that their personal password is not shared, and agree not to use the password of any other individual.
7. Protect the privacy of others (e.g. students, staff, parents and community members), and be in compliance with Freedom of Information and Protection of Privacy legislation.
8. Ensure that personal use of electronic communications systems neither interferes with, nor distracts from, the duties and responsibilities of the employee.

Consequences

Use of ~~electronic and social media communication~~ network services and digital technologies which violates the terms outlined in policy or the Employee Network ~~and Account~~ Agreement may result in serious consequences, including suspension or termination of employment, and/or police intervention. Please refer to “Respectful Workplace” Policy No. 351 and 351R (*Regulations*).



Section Four: Students

486 - STUDENT USE OF ~~ELECTRONIC AND SOCIAL MEDIA~~ ~~COMMUNICATION NETWORK SERVICES AND~~ DIGITAL TECHNOLOGIES

Introduction

~~The Board of Education recognizes the benefits of student access to electronic and social media communication; however, the Board is also aware of the risks involved. *The Board of Education in Central Okanagan Public Schools provides network services and digital technologies to support a student's educational program by providing access to mobile devices, digital learning resources and online educational applications.*~~

~~This policy is intended to provide a wide range of access to electronic communications systems for the purpose of supporting the goals, objectives, and activities as prescribed by the Ministry of Education and the School District.~~

"Digital literacy and citizenship is an important skill to have in today's technology based world. The BC Ministry of Education defines digital literacy as the interest, attitude, and ability of individuals to appropriately use digital technology and communication tools to access, manage, integrate, analyze, and evaluate information, construct new knowledge, create, and communicate with others". – B.C. Ministry of Education
<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/teaching-tools/digital-literacy>

~~While the intent of the Board is to enhance educational opportunities for staff, students, and parents, the Board also remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media. *Use of technologies and digital citizenship is a shared responsibility between students, parents/guardians, educators, schools, districts, and governments. Given the dynamic nature of digital technology, all groups work together to reduce the risks posed by Internet usage and promote positive digital citizenship practices.*~~

Definitions

Digital Citizenship

Digital citizenship is defined as appropriate, responsible behaviour with regard to technology use.

Digital Footprint

~~A digital footprint is the data trace or trail left by someone's activity in a digital environment.~~



Section Four: Students

Digital Learning

Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas.

Digital Technologies

Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include laptops, tablets and smartphones, as well as social media, online applications, and multimedia.

Educational Purposes

Educational purposes are those purposes which directly support student learning as outlined in the prescribed learning outcomes mandated by the Ministry of Education.

Electronic Communications Systems

Electronic communications systems include all electronic devices and related processes used for the purposes of transmitting, retrieving and storing of voice, data, or graphic images. These devices include but are not limited to computers, servers, local area networks, intranets, the Internet, electronic mail systems, online conferences, chats, blogs, videoconferences, cell phones, digital cameras, video cameras, fax machines, electronic tablets and handheld devices.

Social Media

Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue.

Network Services

Network services includes data storage, communication tools, and various productivity applications.

Policy

Responsibilities of the Student Responsible student use of Network Services and Digital Technologies

In accessing ~~electronic communications systems and social media applications~~ District network services and digital technologies, it is expected that students will:

- ~~1. Sign the Student Network Account and Internet Agreement, on an annual basis, in order to gain access to and use of the district's electronic communications systems, and understand that compliance is a condition of access.~~
1. Demonstrate digital citizenship and act responsibly when accessing the school computer networks, District networks and the Internet, both during and outside of



Section Four: Students

school hours, by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with the District and School’s Codes of Conduct and the Student Network Account and Internet Agreement.

2. Practice safe online behaviour and report any inappropriate ~~communication~~ use of network services and/or digital technologies (e.g. ~~distribution of information harmful to others or information regarding a potentially dangerous situation that may threaten the safety of others~~).
3. Understand the importance of privacy and security and take all reasonable precautions when accessing network services and digital technologies.
4. Protect access to their individual network accounts by the use of a private, personal password, ensure that their personal password is not shared, and agree not to use the password of any other individual.
5. Respect the privacy of others (e.g. students, staff, parents and community members), including but not limited to, the sharing of photos, videos, and personal information, without informed consent.
6. Ensure that personal use of electronic communications systems neither interferes with, nor distracts from, their learning or the learning of others.
7. Recognize that the sole purpose of using network services and digital technologies while in educational settings is to engage in responsible educational activities as directed by staff.

Consequences

~~Use of electronic and social media communication which violates the terms outlined in policy, the Student Network Account and Internet Agreement, or the District or School Code of Conduct may result in serious consequences including definite or indefinite suspensions and/or police intervention.~~ Use of network services and digital technologies which violates the terms outlined in policy and/or the School’s Code of Conduct may result in serious consequences including definite or indefinite suspensions and/or police intervention.



Section Four: Students

“Together We Learn”

437 – MANAGING STUDENTS WITH DIABETES

Introduction

The Board of Education is committed to the well being of students who may require emergency medical care while at school or during school-sanctioned events. Students who have been physician-diagnosed with diabetes require planned care and support as outlined in the BC Ministry of Education Provincial Standards: Supporting Students with Type I Diabetes in the school setting.

Policy

To support the safety, health and well being of students diagnosed with diabetes, the Board believes that the care of students is a joint responsibility of parents/guardians, school personnel, students, Nursing Support Services and Public Health Nurses.

The following are mandatory to ensure that the care of students diagnosed with diabetes is managed in a safe manner:

1. All students diagnosed with diabetes must have a Diabetes Support Plan and Medical Alert Information Form filed at the school office;
2. Students that require delegated nursing tasks related to their diabetes must also have a Nursing Support Services Delegated Care Plan;
3. School personnel who are supervising a student diagnosed with diabetes must be aware of the Diabetes Support Plan and Medical Alert Information Form, the Nursing Support Services Delegated Care Plan (if applicable) as well as participate in annual mandatory training.

The following outlines the specific responsibilities of parents/guardians, Principals/Vice-Principals, school personnel, students, Nursing Support Services, and Public Health:

1. The parents/guardians have primary responsibility for:
 - communicating information about their child’s diabetic needs to school personnel, Nursing Support Services, and Public Health (if applicable);
 - completing the mandatory Diabetes Support Plan & Medical Alert Information Form;
 - completing the Diabetes Medication Administration Form (if applicable) and assure the prescribed diabetes medication and diabetes supplies are available to school personnel and the student; and,



Section Four: Students

“Together We Learn”

- informing the designated school personnel immediately of any changes taking place in the health of their child.
2. The Principal/Vice-Principal and/or the designated/supervising school personnel are responsible for:
 - ensuring the safety and well-being of students during school hours and during after hours school-related activities
 - collecting information from parents/guardians related to students diagnosed with diabetes; and,
 - providing a supportive environment for students diagnosed with diabetes
 - collaborating with Nursing Support Services and/or the Public Health Nurse in their role of supporting the health of students diagnosed with diabetes (as needed).
 3. Students have responsibility for:
 - following all health and school guidelines for their diabetes management;
 - keeping their parents/guardians and personal health professionals informed of any concerns related to their diabetes; and,
 - informing school personnel immediately in the event of any medical concerns.
 4. Nursing Support Services are community-based Registered Nurses who assist students and school personnel with diabetes management in the school setting. This includes; creating a Nursing Support Services Delegated Care Plan, and providing training, support and on-going supervision to assigned school personnel.
 5. The Public Health Nurse has responsibility for supporting the health of those students who may be medically at risk so they can participate in school activities successfully. This responsibility includes reviewing the *mandatory* Diabetes Support Plan & Medical Alert Information Form provided by parents/guardians, clarifying the needs of these students through communication with parents/guardians, preparing information required by the School Administrator and school personnel to support these students, and co-ordinating training to school personnel involved with these students.

The specific guidelines for the management and overseeing of this process are detailed in Regulations 437R – Managing Students with Diabetes. Students diagnosed with diabetes will be accommodated in accordance with this Policy and Policy and Regulations 436 – Managing Students with Medical Alert/Anaphylaxis Conditions, and with Policy and Regulations 435 - Medical Treatment of Students.

Date Agreed:

Date Amended:

Date Reviewed:

Related Documents: Regulation 437R; Policy/Regulations 436;

Policy/Regulations/Appendix 435

437 - Managing Students with Diabetes

Page 2 of 2



Section Four: Students

“Together We Learn”

**437R – MANAGING STUDENTS WITH DIABETES
(REGULATIONS)**

Parents/guardians, Principals/Vice-Principals, designated/supervising school personnel, Manager of Transportation, Nursing Support Services (NSS), and Public Health Nurse all have specific roles and responsibilities to support students with diabetes.

The Parents/Guardians will:

- a) Provide the school with the *mandatory* Diabetes Support Plan and Medical Alert Information Form, this includes at the time of registration, at the beginning of each school year, and at any time there is a change in the student's diabetes management.
- b) Complete the Diabetes Medication Administration Form if a student requires school personnel to administer diabetes related medication, for example fast-acting insulin and/or Glucagon. This form must be completed and signed by the student's physician and returned to the school at the beginning of each school year or if there has been a change in the student's diabetes management.
- c) Obtain a referral from the student's physician to Nursing Support Services (NSS) if the student requires delegated nursing tasks.
- d) Collaborate with the NSS Coordinator to create a NSS Delegated Care Plan if the student requires delegated nursing tasks related to their diabetes management.
- e) Note on the Diabetes Support Plan and Medical Alert Information Form if the student is a registered bus rider.
- f) Ensure emergency diabetes treatment medication, such as Glucagon, is available at the school in the original labelled container and is replaced when expired as per the BC Ministry of Education "Provincial Standards: Supporting Students with Type 1 Diabetes in the School Setting". Further reference can be made at Learning Tools – Glucagon Administration PPT).
- g) Provide the necessary diabetes management supplies, such as:
 - Diabetes medication, for example rapid acting insulin
 - Fast acting carbohydrates
 - Glucometer and test strips
 - Sharps container (currently present in schools)



Section Four: Students

“Together We Learn”

- Additional snacks
- h) Provide all snacks and lunches. If the student has a NSS Delegated Care Plan, food items must be clearly labelled with the carbohydrate count as per NSS requirements.
- i) Remove diabetes medication(s) from school sites at the end of each school year.
- j) Obtain, at the end of each school year, the *mandatory* Diabetes Support Plan and Medical Alert Information Form from the school. If diabetes related medication is to be administered by school personnel, the student's physician must complete a Diabetes Medication Administration Form on an annual basis. These forms are to be delivered on the first day of school in September.
- k) Ensure their child is wearing medical identification.
- l) Encourage their child to inform close friends of their diabetic condition and the location of their diabetes related medication(s) at school. (This is recommended for parents/guardians of students at the middle/secondary level.)
- m) Be available (or arrange for a delegate) to respond either by phone or in person at all times.

NOTE:

- ☐ In the case of **Senior Secondary students**, the student may assume some of the parents /guardians role.
- ☐ Students may not update medical data if parents/guardians have registered conflicting information.

The School Principal/Vice-Principal will:

- a) Ensure, at the start of each school year, that all school personnel attend the *mandatory* General Diabetes Training or review Learning Tools - General Information on Type 1 Diabetes PPT as per the BC Ministry of Education “Provincial Standards: Supporting Students with Type 1 Diabetes in the School Setting”. The Public Health Nurse will co-ordinate, (in consultation with parents/guardians if applicable), the *mandatory* General Diabetes Training for all school personnel.



Section Four: Students

“Together We Learn”

- b) Coordinate and ensure that at least two designated school personnel receive training from the Public Health Nurse on the administration of injectable Glucagon if requested by parents/guardians.
- c) Communicate the following to the office of the Director of Instruction - Student Support Services:
 - the name of the School Administrator who will be responsible for overseeing the student's *mandatory* Diabetes Support Plan and Medical Alert Information Form and, if required, the Diabetes Medication Administration Form;
 - the dates the completed form(s) are returned by parents/guardians;
 - the date the Public Health Nurse provides Glucagon Training to assigned staff personnel (all required training to be completed by November 1st of each school year);
 - the names and titles of the staff personnel who receive the Glucagon training.
- d) Collect, at the time of registration and at the beginning of every school year, the completed *mandatory* Diabetes Support Plan and Medical Alert Information Form and, if required, the Diabetes Medication Administration Form.
- e) Provide, upon registration or the diagnosis of diabetes, parents/guardians with the following link to the BC Ministry of Education “Provincial Standards: Supporting Students with Type 1 Diabetes in the School Setting” for a summary of the guidelines to assist them in understanding their own and other’s roles and responsibilities within the BC Ministry of Education (page 7-9).
- f) Identify school personnel to be trained and monitored by Nursing Support Services if a student requires a NSS Delegated Care Plan.
- g) Keep records of communication with parents regarding the Diabetes Support Plan and Medical Alert Information Form and/or the Diabetes Medication Administration Form. Document each date of communication or date when communication was initiated, even if there was no answer indicating that a message was left on voice mail or e-mail.

NOTE: After three attempts to obtain the *mandatory* Diabetes Support Plan and Medical Alert Information Form and/or the Diabetes Medication Administration Form from the parents/guardians (communication documented) and the required form(s) is not returned, the parents/guardians must be notified that the Standard Procedure of Care will then be in place (previous language from current Anaphylaxis Policy).



Section Four: Students

“Together We Learn”

- h) Notify parents/guardians when staff personnel, trained to follow a NSS Delegated Care Plan, are unavailable on any given day.
- i) Provide information to all school personnel so they are visually familiar with students diagnosed with diabetes. Display the student's [Medical Alert Photo ID](#) in an appropriate place, while ensuring confidentiality.
- j) Ensure school personnel are aware of all locations where the student's fast-acting carbohydrates are located. *Students will also carry their diabetes kit on their person (which includes fast-acting carbohydrates) to ensure it is immediately available.*
- k) Invite the NSS Coordinator to attend meetings with school personnel regarding the student's diabetes management if the student has a NSS Delegated Care Plan.
- l) Establish a recording system to notify parents/guardians when diabetes medication(s) is expired and needs replacing.
- m) Provide, on an annual basis, a copy of the *mandatory* Diabetes Support Plan and Medical Alert Form for each student who is a registered bus rider to the Manager of Transportation (to be completed by November 1st of each school year).
- n) Provide a safe, appropriate, and unlocked storage area for diabetes medication(s), including provisions for school authorized field studies. In some cases, students may be required to carry diabetes medication(s) on their person.

NOTE: For each student who requires assistance, an established medication administration process that includes a medication record should be followed. A record of all medication administered must be recorded by name, date, time of day, amount of medication, administered by whom, and initials of person who assisted with medication.

- o) Collaborate with the parents/guardians and any school personnel involved with the student to develop support structures to follow the *mandatory* Diabetes Support Plan and Medical Alert Information Form during the school day and during after-hours school related activities.



Section Four: Students

“Together We Learn”

Middle/Secondary - Ensure that a hard copy of student's names that have a Diabetes Support Plan and Medical Alert Information Form and their Photo ID are available for all first aid attendants and placed within the school in areas such as the school office, counselling centre, gym office and the medical health room. Teachers of students, coaches etc. must be informed of students diagnosed with diabetes.

- p) Assure that the *mandatory* Diabetes Support Plan and Medical Alert Information Form and if required, the Diabetes Medication Administration Form is appropriately stored in student's files.
- q) Ensure the poster Managing Low Blood Sugar is placed in visible locations in the school.
- r) Return all remaining diabetes medication(s) to parents/guardians at the end of each school year.
- s) At the end of the school year, provide parents/guardians with the *mandatory* Diabetes Support Plan and Medical Alert Information Form and a new blank form to be completed for the next school year. Also, if required, send a blank Diabetes Medication Administration Form to be completed by the student's physician for the first day of school in September each school year.
- t) Inform parents/guardians that medical information from the student's elementary school may not be transferred to their middle/secondary school.

The Classroom Teacher and any other school personnel supervising the student will:

- a) Collaborate with parents/guardians, and/or NSS, and/or the Public Health Nurse regarding the student's diabetes management information.
- b) Annually, attend the *mandatory* General Diabetes Training or review the Learning Tools - General Information on Type 1 Diabetes PPT, as per the BC Ministry of Education “Provincial Standards: Supporting Students with Type 1 Diabetes in the School Setting”.
- c) Be familiar with the student's *mandatory* Diabetes Support Plan and Medical Alert Information Form.
- d) Provide diabetes management information for any Temporary Teachers on Call (TTOC) who will be supervising the student diagnosed with diabetes.



Section Four: Students

“Together We Learn”

- e) Communicate to parents/guardians any changes to the classroom environment that may create health concerns for a student diagnosed with diabetes.

The Manager of Transportation will:

- a) Ensure that bus drivers will annually attend the *mandatory* General Diabetes Training or review the Learning Tools - General Information on Type 1 Diabetes PPT, as per the BC Ministry of Education “Provincial Standards: Supporting Students with Type 1 Diabetes in the School Setting”.
- b) On an annual basis, ensure the *mandatory* Diabetes Support Plan and Medical Alert Information Form is received from schools and kept for quick reference on each school bus.
- c) Ensure that all bus drivers are familiar with the student's Diabetes Support Plan and Medical Alert Information Form.

The Nursing Support Services (NSS) Coordinator:

Nursing Support Services are community-based registered nurses who assist students and school personnel with diabetes management in the school setting. This includes: creating a NSS Delegated Care Plan, and providing training, support and on-going supervision to school assigned school personnel.

- a) Receive referral for the student requiring assistance to manage diabetes at school from the student's physician.
- b) Obtain consent from the parents/guardians to share information with school personnel and assess the student for eligibility for a NSS Delegated Care Plan. If student meets eligibility criteria, offer parents/guardians a NSS Delegated Care Plan.
- c) Meet with the School Administrator/Designate and/or Resource Teacher prior to/at the beginning of each school year or when a student is newly diagnosed with diabetes or newly referred to NSS to discuss/review the roles and responsibilities of NSS Coordinators and the NSS Delegated Care Plan process.



Section Four: Students

“Together We Learn”

- d) Collaborate with parents/guardians, school personnel and the student's physician to obtain the completed Diabetes Support Plan and Medical Alert Information Form and the Diabetes Medication Administration Form (as applicable) for students with a NSS Delegated Care Plan.
- e) Collaborate with parents/guardians to develop the NSS Delegated Care Plan.
- f) Collaborate with School Administration/Designate and/or Resource Teacher to identify two suitable Certified Education Assistants (CEAs/school personnel to support the student with their diabetes management needs.
- g) Provide initial and ongoing education, training, and delegation of nursing tasks to CEAs/school personnel that will assist the student with diabetes management using the NSS Delegated Care Plan.
- h) Inform School Administrator/Designate and/or Resource Teacher if there any concerns with care provided by CEAs/school personnel.
- i) Ensure NSS Delegated Care Plans are reviewed and updated annually or on parents/guardians notification of changes in the student's diabetes management needs.
- j) Assist classroom teacher as needed in establishing support structures for students diagnosed with diabetes.
- k) Attend meetings with school personnel regarding the student's diabetes management.
- l) Assess student's ability to independently manage their diabetes and discharge from the NSS Delegated Care Plan when appropriate.

The Public Health Nurse will:

- a) Meet with the School Administrator/Designate prior to, or at the beginning of, the school year to discuss/review the student's *mandatory* Diabetes Support Plan and Medical Alert Information Form, if required, the Diabetes Medication Administration Form, the procedures in the school, and the role of the Public Health Nurse.
- b) Review the information collected from the student's mandatory Diabetes Support Plan and Medical Alert Information Form, and, if required, the Diabetes



Section Four: Students

“Together We Learn”

Medication Administration Form to identify those students diagnosed with diabetes.

- c) Consult with the parents/guardians and the students' physician, as necessary, to determine the specific needs of the students diagnosed with diabetes.
- d) Annually, provide the *mandatory* General Diabetes Training for all school personnel Learning Tools - General Information on Type 1 Diabetes PPT as per the BC Ministry of Education “Provincial Standards: Supporting Students with Type 1 Diabetes in the School Setting”. The Public Health Nurse will co-ordinate, (in consultation with parents/guardians if applicable), the *mandatory* General Diabetes Training for all school personnel.
- e) Upon request of school personnel, additional training could be provided regarding the student's *mandatory* Diabetes Support Plan and Medical Alert Information Form. This education might be done with the assistance of parents/guardians and the student.
- f) Ensure the *mandatory* Diabetes Support Plan and Medical Alert Information Form is reviewed and updated annually.
- g) Upon request, consult with the classroom teacher in establishing support structures for the student's *mandatory* Diabetes Support Plan and Medical Alert Information Form.

Date Agreed:

Date Amended:

Date Reviewed:

Related Documents: Policy 437; Policy/Regulations 436;

Policy/Regulations/Appendix 435



Section Two: Board Staff, Students, and Community

208 – CONFIDENTIAL DISCLOSURE: REPORTING AND INVESTIGATING ALLEGATIONS OF FINANCIAL IRREGULARITY OR CRIMINAL ACTIVITY

Introduction

The Board of Education is committed to the highest standards of ethical conduct, integrity and accountability. The Board also has a responsibility for the stewardship of District resources and the public support that enables it to pursue its Mission. Laws, regulations, policies and procedures strengthen and promote ethical practices and treatment of the members of the District community and those who conduct business with the District.

In addition to established protocols (reporting to a supervisor, the Superintendent of Schools/CEO, another senior member of District staff, a School Trustee, or to the RCMP if considered a criminal act), this policy provides a communication channel for any individual to report good faith concerns about financial impropriety to a Whistleblower Service provided by an independent third party.

POLICY

1. This policy will provide all employees, persons associated with the School District through other means, and the general public with:
 - An avenue to disclose criminal, fraudulent or unethical financial acts by School District employees or by persons associated with the School District
 - An avenue outside of the usual supervision and governance structures of the School District for reporting such concerns
 - Protection from reprisal or victimization for reporting in good faith.
2. The type of activity or behaviour which should be dealt with through this policy includes:
 - Manipulation of accounting records and finances
 - Inappropriate use of District assets or funds
 - Decision making for personal gain
 - Financial fraud and deceit
 - Serious breaches of District procedure which may provide financial advantage a particular party
 - Criminal activity
3. Individuals wishing to make a confidential, anonymous report concerning suspected financial impropriety may contact the Whistleblower Service appointed by the Board.
4. All disclosure reports shall be reviewed by the Whistleblower Service. The Whistleblower Service may then, at its discretion refer the matter to the Superintendent of Schools/CEO, the Board and/or the RCMP for further direction.



Section Two: Board Staff, Students, and Community

5. The Whistleblower Service will report to the Board of Education annually in June, or whenever deemed necessary, a summary of each complaint as follows:
 - The complaint
 - The status of the investigation
 - Any conclusions reached
 - Recommendations, or
 - A report indicating no complaints have been received during the reporting period.
6. Any person reporting a suspected case of criminal, fraudulent or unethical financial acts shall be protected from either reprisal or victimization by any person directly associated with the School District. Such protection shall not apply in cases of bad faith reporting or purposeful intimidation.
7. Confidentiality on a 'need to know basis' shall be maintained for both the individual(s) reporting the suspected financial misconduct and for any individual(s) identified for investigation. All requirements of Freedom of Information and Protection of Privacy legislation shall apply.
8. The Superintendent of Schools/CEO is responsible for ensuring that all employees are aware of the provisions of this policy and that information is provided to the schools for inclusion in one of the school newsletters on an annual basis. In addition, the Finance and Audit Committee is responsible for ensuring that the policy is reviewed as required or whenever a change in legislation or best practice dictates a change in policy content.

Date Agreed: September 9, 2009

Date Amended: June 23, 2010; December 11, 2013; December 13, 2017;

Related Documents: Freedom of Information and Protection of Privacy Act

208 - Confidential Disclosure:
Reporting and Investigating Allegations of Financial Irregularity
or Criminal Activity

2 of 2



Section One: Board of Education

168 – POLICY COMMITTEE

Introduction

The Policy Committee is a standing committee of the Board of Education.

Policy

1. Membership

1.1 Voting Members:

- 1.1.1 Three trustees, appointed by the full Board, with one trustee appointed Committee Chairperson, usually at the Board's inaugural or annual meeting.
- 1.1.2 In the absence of a Trustee committee member, or if the full Trustee committee membership has not been appointed, the Committee Chairperson may appoint temporary Trustee committee members.

1.2 Non-Voting Members:

- 1.2.1 a representative from each partner group for purposes of providing input
- 1.2.2 Superintendent of Schools/CEO
- 1.2.3 the Board Chairperson

2. Scope of Functions

- 2.1 To provide recommendations to the Board of Education.
- 2.2 To study matters of policy significance referred to it by the Board of Education, the Coordinating Committee, or by the chair of the Policy Committee and provide reports and recommendations, as may be appropriate, to the Board for consideration.
- 2.3 To ensure that the requirements of Policy 110 – Policy Development are followed.

3. Meetings

- 3.1 All meetings shall be governed by Board Policy and, in the absence of Policy, by *Robert's Rules of Order*.



Section One: Board of Education

- 3.2 A seconder is not required for resolutions moved at the committee level.
- 3.3 Public meetings of the Committee shall be scheduled to occur on specific dates and times during the school year as determined by Board resolution, usually at the inaugural or annual meeting.
- 3.4 Items required to be Incamera will be dealt with at an Incamera meeting to be attended by trustees and senior staff and others, as needed by invitation. Incamera meetings shall usually be scheduled to occur on the specific dates determined by the Board for public meetings of this Committee.



**POLICY COMMITTEE
ADDITIONAL PUBLIC AGENDA ITEM
February 5, 2020**

NEW DISCUSSION/ACTION ITEM:

6. DISCUSSION/ACTION ITEMS

- 6.7 Amendments to Policy 706 – District Student Council and Regulations 706R – District Student Council (*Regulations*)**
(Attachment)

Staff Recommendation:

THAT: The Policy Committee recommends to the Board:

THAT: The Board of Education approve the amendments to Policy 706 – District Student Council and Regulations 706R – District Student Council (*Regulations*), as attached to the Agenda and as presented at the February 5, 2020 Policy Committee Meeting.



"Together We Learn"

School District No. 23 (Central Okanagan)

Policies And Procedures

Section Seven: Community Partnerships

706 - DISTRICT STUDENT COUNCIL

Introduction

The Board of Education recognizes the importance of involving students to participate in the Board process. The Board supports the establishment of a District Student Council and values ~~their~~ students' participation and contribution.

Representatives from the District Student Council are invited to attend Board Meetings and Committee Meetings and their opinions will be sought and heard.

Purpose

The purpose of the District Student Council is to:

- create a connection between students and the Board to facilitate input into District decisions;
- *bring questions, concerns and ideas to the Board;*
- advocate for the betterment of student life;
- assume an active leadership role on behalf of students;
- promote positive relationships between schools.



Section Seven: Community Partnerships

706R - DISTRICT STUDENT COUNCIL (REGULATIONS)

1. The Superintendent of Schools or his/her/*their* designate is responsible for establishing and helping to facilitate the District Student Council.
2. ~~Delegates to~~ *Members of* the Council will be identified through an inclusive and democratic process at the school level.
3. *The District Student Council, in consultation with their staff liaison person, shall approve the Bylaws of the Council. The Bylaws will include:*
 - *the frequency of regular meetings;*
 - *the number of representatives from each school;*
 - *the positions on the Executive;*
 - *the process for the election of the officers and the term of office;*
 - *the quorum needed for making decisions;*
 - *the process for changing the Bylaws.*
4. *It is recommended that a copy of the Bylaws be filed with the Office of the Secretary-Treasurer for safekeeping.*
3. ~~Each secondary school will have three voting members on the Council—ideally one student in grade 10, one student in grade 11, and one student in grade 12.~~
4. ~~Co-presidents from two different schools will be elected, by the Council members, from the grade 11 members of the Council at the last meeting for that year of instruction. The two co-presidents’ term will begin in September of their grade 12 year. If an elected co-president declines their duty, the Council will elect another member in his/her place. The co-presidents will not represent their own school’s view, but will consider the needs of all students in the district.~~
5. ~~Schools from which a co-president has been elected, will be permitted to have three voting members on the Council in addition to the co-president.~~
6. ~~The two co-presidents will govern each meeting using a democratic process of debate and voting from all members of the Council in order to make decisions.~~
7. ~~The Council will create annual positions for the roles of secretary and vice-secretary and these will be established at the first meeting of the school year.~~



Section Seven: Community Partnerships

8. ~~Regular meetings of the Council will take place once or twice a month during the school year as the Council deems necessary.~~
9. ~~The Council will attempt to have either one of the co-presidents or a designate attend Board of Education and Committee meetings when there are issues on the agenda that directly impact students.~~
10. ~~The Board may invite a representative from the District Student Council to serve on groups such as committees, task forces and focus groups.~~

AMENDMENT