



**The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
AGENDA**

Broadcasted via YouTube <https://bit.ly/3czx8bA>

Monday, June 6, 2022, 7:00 p.m.

Chairperson: Trustee Ferris

A. COMMENCEMENT OF MEETING

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:
That the June 6, 2022 agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the May 2, 2022 Education Policy and Directions Committee meeting minutes, be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

Staff Presentation

B.1. Salish Sea – District Elders & Indigenous Knowledge Facilitator Harris and District Vice-Principal Shortread

B.2. Mental Health Update and Education Policy Student Learning – 2021-22 Review - District Counsellor Chambers, District Principals Halverson and Renyard

C. NEW BUSINESS

C.1. Childcare Policy 1330.1

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) approve Childcare Policy 1330.1.

C.2. Social Media Use Policy XXXX

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) approve new Social Media Use Policy XXXX.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:

That the meeting adjourn.

Note: This meeting is being audio and video recorded. The video can be viewed on the District website.



**The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee Meeting
REGULAR MINUTES
Monday, May 2, 2022, 7:00 p.m.**

Trustees Present: Tom Ferris (Chair), Elaine Leonard, Angie Hentze, Nicole Duncan, Ryan Painter, Ann Whiteaker

Trustees Suspended: Diane McNally, Rob Paynter

Trustee Regrets: Jordan Watters

Administration: Deb Whitten, Interim Superintendent of Schools, Kim Morris, Secretary-Treasurer, Colin Roberts, Interim Deputy Superintendent, Harold Caldwell, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:00 p.m.

A.1. Acknowledgement of Traditional Territories

Chair Ferris recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2. Approval of the Agenda

Moved By Trustee Painter

That the May 2, 2022 agenda be approved.

Motion Carried Unanimously

A.3. Approval of the Minutes

Moved By Trustee Painter

That the April 4, 2022 Education Policy and Directions Committee meeting minutes be approved, as amended.

Trustee Duncan requested the following amendments under A.4:

A.4. Further to C.2. of the March 7, 2002 Education Policy and Directions Committee meeting agenda Trustee Duncan requested an update on whether staff had clarified if the Fortis materials were being used at any middle school or high school.

A.4. Interim Superintendent Whitten had no update and agreed to follow up with District Principal Hovis regarding middle schools and high schools.

Motion Carried Unanimously

A.4. Business Arising from Minutes

None

B. PRESENTATIONS TO THE COMMITTEE

Community Presentation

- B.1.** Angela Carmichael provided an update concerning George Jay Elementary School relative to recent CommunityLINK budget reductions and urged the Board to advocate to the Ministry.

Trustees provided thanks for the presentation.

Staff Presentation

- B.2.** Student Isabella Miskiewicz and District Principal Halverson presented on Isabella's student capstone project: the revision of Regulation 5131.4 Substance Abuse. Isabella wanted to change the narrative of the Regulation from disciplinary to a proactive and comprehensive harm reduction approach to substance use. Isabella expressed gratitude for all of the help she received from District staff throughout the process.

Trustees provided thanks for the presentation.

- B.3.** District Principal Hovis, District Vice-Principal Shortt, and Associate Director Vistisen-Harwood presented an Early Years Update on childcare and the early years. Priority is building connection and belonging for children in their early years. Associate Director Vistisen-Harwood shared information on community childcare spaces within the school district. The Ministry has approved funding for 1035 spaces; 393 spaces have been created to date.

Trustees provided thanks for the presentation.

C. NEW BUSINESS

C.1. Policy 4304 Revision – Bullying & Harassment

Secretary-Treasurer Morris provided an update on the draft revised Policy.

Trustees discussed the draft revised Policy.

Moved By Trustee Duncan

That the Board of Education of School District No. 61 (Greater Victoria) refer revised Policy 4304 *Bullying and Harassment* to Rights Holders and stakeholders for their feedback.

For: Duncan, Whiteaker

Against: Leonard, Painter, Ferris, Hentze

Motion Defeated (2 to 4)

By consensus it was agreed to strike 5.3 from the draft policy.

Moved By Trustee Leonard

That the Board of Education of School District No. 61 (Greater Victoria) approve revised Policy 4304 *Bullying and Harassment*.

For: Leonard, Ferris, Painter, Hentze, Whiteaker

Abstain: Duncan

Motion Carried (5 to 0)

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Moved By Trustee Painter

That the meeting adjourn.

Motion Carried Unanimously

The meeting adjourned at 8:22 p.m.

Chair

Secretary-Treasurer

DRAFT

Exploring the Salish Sea Classroom Opportunity

*with
John Harris and Dave Shortreed*

Ed Policy, June 6th 2022



One *Learning* Community



Overview:

- Connection to the student experience
- Connection to the salish sea
- Connection to the land based learning
- Design of the sessions
- Showcase of student learning



2



Connection to our Strategic Plan

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Goal 3

Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being.

Framework for Enhancing Student Learning Report 2021

3



Connection to the Student Experience

- Inclusive and culturally responsive learning opportunities
- Experiential learning with our classrooms
- One example of land-based possibilities
- A commitment to reconciliation is to go beyond territorial land acknowledgement, decolonizing of our practice, and in partnership together in relationship

4

Exploring the Salish Sea Classroom Opportunity

- Began in September 2018 with the support of Aaron Maxwell, Lindsay Swan, Sydney McCabe, Craig Schellenberg, Dave Shortreed, and Nathan Bird
- Focuses on creating a connection for students with the Salish Sea
- Focuses on the importance of land based learning and growing connection and understanding with our Indigenous Communities

5

Education Program Team

EAGLEWING TOURS


○ Meaghan

○ Sydney

○ Karac

6



Connection to the Salish Sea



- o Growing understanding of the “salish sea”, including the ecosystem, watershed, cultural and historical context of the region
- o Accessing the salish sea on water for our classrooms in partnership with the Eagle Wing boats for over 2000 students onto the Salish Sea
- o One of the largest and most biodiverse inland seas in the world
- o Continuing the program and growing it into next year



Experience. **Connect.** Understand. **Protect.**



8

The Importance of Land Based Learning

Growing partnership with the District Team and Indigenous Education Department



Increasing understanding for all learners - staff and students - in understanding and learning about the Lekwungen land with Coast Salish peoples

9

The Importance of Land Based Learning



- Land (and water) based learning
- Holistic learning, healing, and wellness
- Understanding people and place
- Seasonal pedagogy
- Uy'skwuluwun

10

LAND-BASED RESOURCES FOR EDUCATORS

February 10, 2022

Topics: **Early and Elementary Resources**, **Middle Level Resources**

*The following resources have been collected and curated by the District Team and in partnership with the **Indigenous Education Department** in SD61. These resources are designed to support educators as they explore land-based learning with their classrooms, and the program **Exploring the Salish Sea**.*

Lekwungen: Place to Smoke Herring Video (Oct 2020)



11

Design of the Learning Sessions



Session 1 Experience: Classroom essential question

Session 2 Connect: A tour of the Salish Sea

Session 3 Understand: Follow-up activity day

Session 4 Explain: Student Showcase of Learning



Session 1: *Experience*

- In-class introduction session at the school.
- Discuss why the Salish Sea is unique and important
- Introduce and discuss the class essential question
- Prepare for the Session 2 on the boat



Learning Through an Essential Question ?

- Each class can consider an essential question that will act as the focus for the work on this program. The essential questions can be taken directly from a BC Curricular area or it may be a result of a larger focus within a class.
- Essential questions are meant to act as a learning guide for teachers, students, and coordinators.
- The essential questions help frame the lens that classrooms experience the sessions and include coast salish

14



Session 2: **Connect**

- Experiential learning aspect of the Program.
- Students go for a two hour tour of the Salish Sea.
- Depending on the weather conditions, we have the opportunity to visit Race Rocks, Trial Island, Whirl Bay, Discovery Islands, even the Gorge Waterway.
- Tour is catered to reflect their essential question.
- Students are expected to reflect on this experience.



Look





Listen



Smell! (or don't in many cases...)

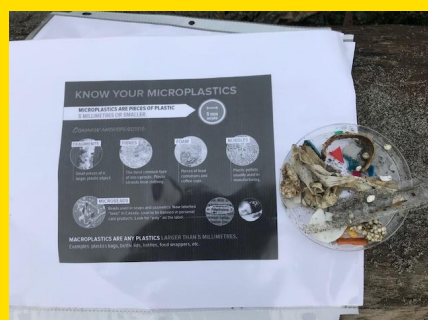




Session 3: *Understand*



- Either in-class or at a beach/outdoor space
- Presentation of photos from their tour
- Game/activity/beach clean-up/etc
- The activities are based on their essential questions
- Strengthens their understanding in a fun and interactive way



Past Interactive Activities

- Photo presentation from tour
- Beach-cleanups
- Food web games
- Naturalist diaries
- Human library
- Coast Salish activities



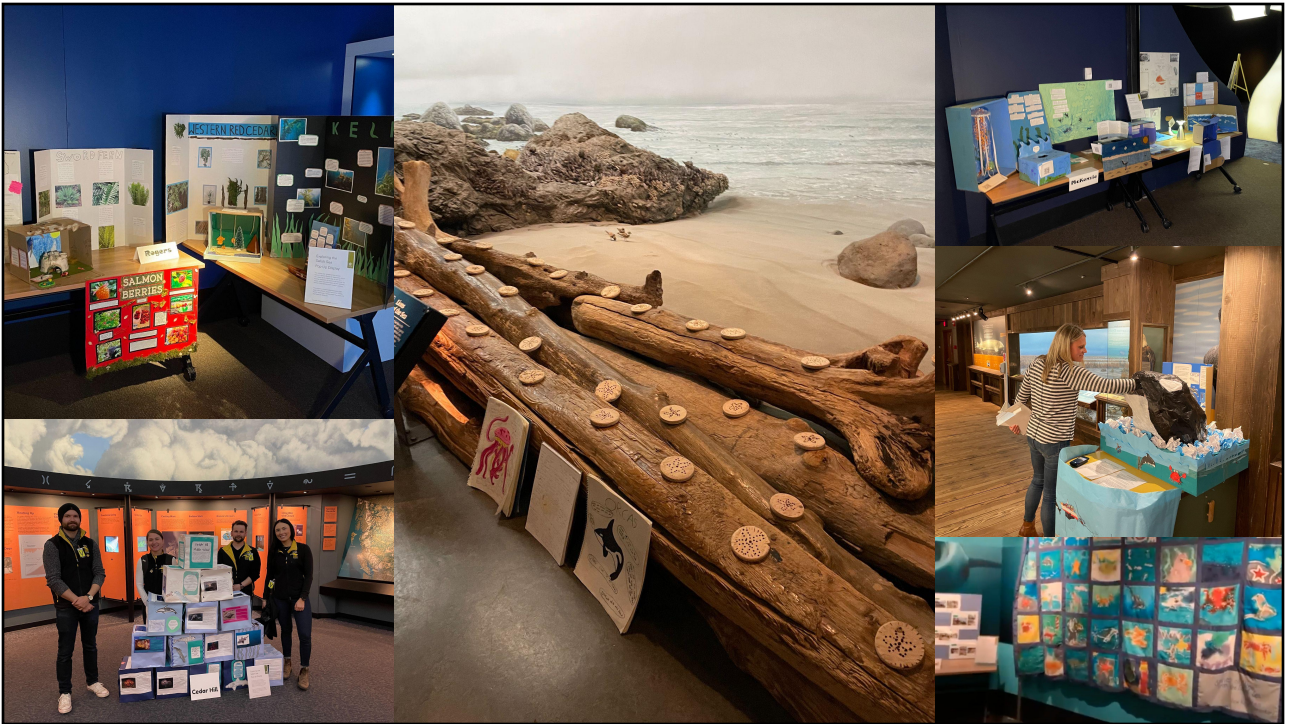
Session 4: *Celebration of Learning*

- Student showcase gallery of learning, in partnership with the Royal BC Museum
- Each class creates an “Artifact” that represents their understanding or connection of the Salish Sea. The artifact can be a whole class, or groups, or individual and connected to the essential question
- Showcased in schools as student showcase for other classes as an authentic audience and sharing
- Designed to occur at one of three times in the year - Dec, Feb, or April



ROYAL BC MUSEUM

24



Thanks for listening



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MEMO

From: Tammy Renyard & Pam Halverson, District Principals and Jennifer Chambers, District
Secondary Counsellor
To: Ed Policy Committee
Date: June 6, 2022
RE: District Team Update

We will provide two District Team updates at the June 6 meeting. The first update will provide a summary of work, related to our Strategic Plan and Framework for Enhancing Student Learning, that District Team has presented on over the year.

The second update will provide an overview of work underway to support our district mental health initiatives. This will include information on the questions that guide our work:

- Does this work support equity of opportunity for all students connected to our schools?
- Does this work align with a trauma informed lens that supports belonging and safety?
- Is there a way to shift our response from reactive to proactive ?

We will also provide examples of work in the three key areas of harm reduction, social emotional learning and capacity building. Please see the accompanying slides for further information.



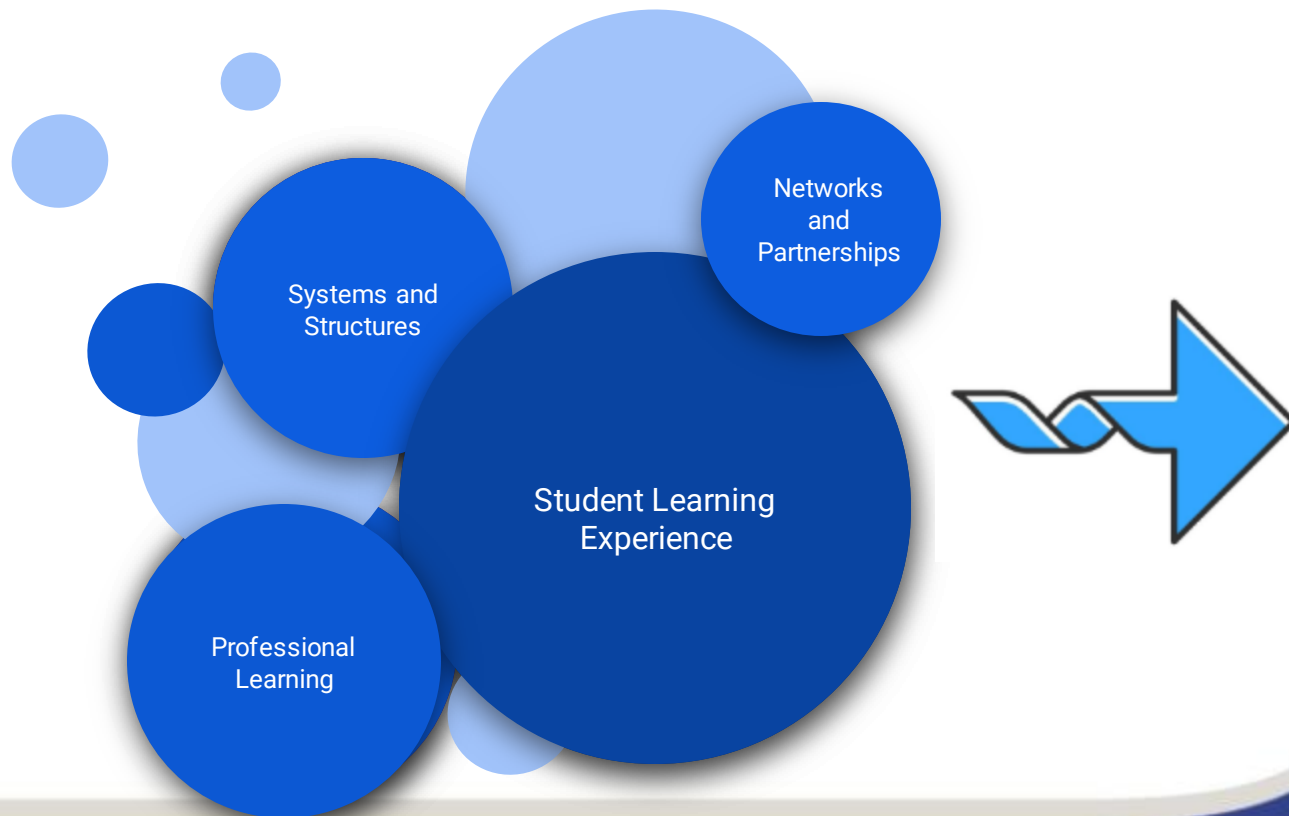
One *Learning* Community

Education Policy and Directions Committee Meeting June 6, 2022

Strategic Plan/FESL Goals:

To create an inclusive and culturally responsive learning environment that will

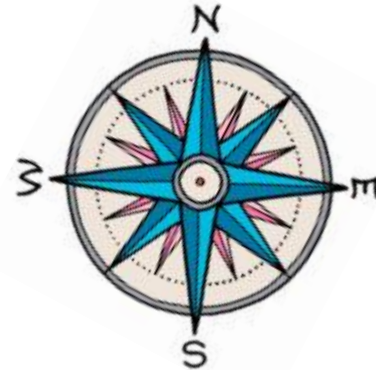
- support and improve all learners' personal and academic success.
- support Indigenous learners' personal and academic success.
- support all learners' physical and mental well-being.



Guiding our work

Does this work support equity of opportunity for all students connected to our schools ?

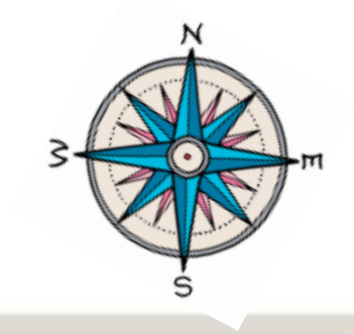
- Consistency across schools
- Cultural responsiveness
- All, some, few
- Curricular connections



Guiding our work

Does this work align with a trauma informed lens that supports belonging and safety?

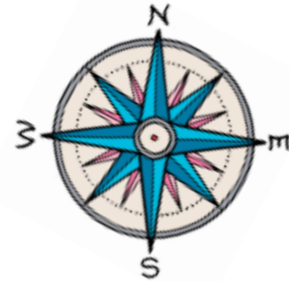
- Relationships, connection and belonging
- Systemic approach
- Partnering with community



Guiding our work

Is there a way to shift our response from reactive to proactive ?

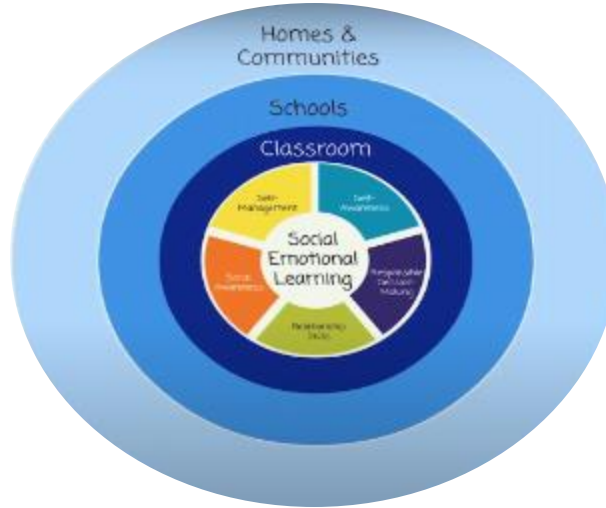
- Systemic approach that results in lasting change



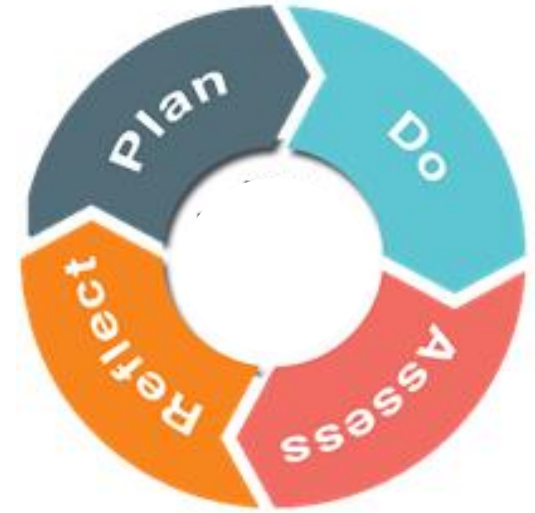
Three Mental Health Lenses:



Harm Reduction



Social Emotional learning



Capacity Building

What is Harm Reduction in GVSD?

- Definition of Harm Reduction
- Admin Procedures
- Elementary, Middle and Secondary Interventions
- All , some and few (proactive to reactive continuum)



Example: Harm Reduction Pilot Projects



What is Social Emotional Learning in GVSD?

- Definition
- Elementary, Middle and Secondary resources
- All, some, few



Example: Supporting School Based Teams



How do we build capacity to support Mental Health in GVSD?

This is all of our work!

- Proactive to Reactive
- All, some, few



Example: Building Capacity with our Counsellors



Where to from here?

- Trauma informed approach
- Equity of experiences for students
- Enhancing Community Partnerships
- Shift from Reactive to Proactive



Office of the Secretary-Treasurer

Kim Morris - Secretary Treasurer

TO: Education Policy & Directions Committee

FROM: Kim Morris

RE: Childcare Policy 1330.1

DATE: June 6, 2022

Background:

In 2014 through legislative requirements, Boards were to establish policies governing child care facilities on school district property by licensed child care providers.

In March 2020 Bill 8, the Education Statutes Amendment Act came into force enabling Boards of Education to offer before and after school care directly, rather than through licensed providers.

In August 2020 Ministerial Order 326 the Child Care Order was issued relative to the requirement for Board of Education to update their Childcare policies in accordance with the new order.

SD61 does not have a Childcare Policy to update. Therefore, the first childcare policy for SD61 was drafted in accordance with the August 2020 Ministerial Order 326.

In December 2020 the BCSTA resources relative to the Order and the BCSTA policy template were reviewed by the Board's Policy Sub-Committee.

Between January and February 2021, a small working group came together to draft the policy: Associate Director of Facilities Vistisen-Harwood, Secretary Treasurer Morris, Vice-Principal Nickerson, the District's early learning lead, and Elementary Principals Harris, Duyndam and O'Connor.

At the April 12, 2021 Operations Policy & Planning Committee meeting, the Committee recommended that the draft policy be disseminated for feedback, including posting to the District website. At the April 26, 2021 Board meeting, the Board upheld the Committee recommendation and added that the SD61 Child Care Handbook also be disseminated for feedback, along with the draft policy.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

Between April and May 2021, the draft policy and the Handbook were out for feedback. Three respondents, both third party childcare providers in SD61, submitted feedback. No other feedback was received.

In May 2021 Order in Council 298 was issued to vary licensing requirements to remove barriers to before and after school care through two new licensing categories: school-age care on school grounds and recreational care.

At the June 14, 2021 Operations Policy & Planning Committee, the Secretary-Treasurer provided an update on feedback received, advised the Board of the new order and advised that the Policy Sub-Committee would re-convene to determine whether or not the new order impacted the draft policy, and to review feedback.

In May 2022, the Policy Sub-Committee considered the feedback received and the new order. One feedback respondent emailed in support of the draft. Two feedback respondents asked a number of questions relating mostly to the provision of child care directly by the Board as opposed to third party providers, and to the handbook. Because the Board does not provide any child care directly and uses only third-party providers at this time, the new order did not change the draft policy.

The draft policy is now before the Committee to recommend to the Board it adopt the policy.

Recommendation:

That the Board of Education of School District No. 61 (Greater Victoria) approve Childcare policy 1330.1.

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

POLICY #

Child Care Policy

Drafted: February 2021/May 2022 – no change based on feedback

Adopted:

Revised:

Frequency of Review:

1.0 RATIONALE

- 1.1 The purpose of this policy is to provide guidance with respect to how the Board will promote the use of Board property for the provision of child care programs between the hours of 7 a.m. and 6 p.m. on business days by either the Board or third party licensees.
- 1.2 The use of Board property by licensed child care providers must not disrupt or otherwise interfere with the provision of educational activities including early learning programs and extracurricular school activities.

2.0 DEFINITIONS

- 2.1 In this Policy, the terms “Board property,” “business day,” “child care program,” “educational activities” and “licensee” have the meanings given to those terms in the *School Act*.
- 2.2 “Direct and indirect costs” include:
 - i. Utilities;
 - ii. Maintenance and repair;
 - iii. A reasonable allowance for the cost of providing custodial services;
 - iv. A reasonable allowance for time school district administrators and other staff spend on matters relating to the use of Board property by licensed child care providers.

3.0 POLICY

- 3.1 The Board will, on an ongoing basis, assess community need for child care programs on Board property, through a process of engagement with employee groups, parents and guardians, Indigenous community representatives, Indigenous rights holders, Indigenous service providers, municipal partners and existing child care operators. The process for engagement will be reviewed on an ongoing basis, and conducted in a manner acceptable to the Board.
- 3.2 If child care programs are to be provided on Board property, the Board will consider, on an ongoing basis, whether those programs are best provided by licensees other than the Board, the Board, or a combination of both.

- 3.3 Child care programs, if operated by the Board, will be operated for a fee no greater than the direct costs the Board incurs in providing the child care program.
- 3.4 Fees for the use of Board property by licensees other than the Board will not exceed the direct and indirect costs the Board incurs in making Board property available for the child care program in accordance with the School Act and set by the Secretary-Treasurer from time to time.
- 3.5 If child care programs are operated by a licensee other than the Board, the Board will require the licensee to agree to comply with this Policy.
- 3.6 In selecting licensees other than the Board to operate a child care program, the Board will give special consideration to the candidates' proposals to:
- (a) provide inclusive child care;
 - (b) foster Indigenous reconciliation in child care;
 - (c) maintain a program philosophy and management concept congruent with the values of this Policy and the Board's Strategic Plan
 - (d) demonstrated successful experience as a licensed childcare operator;
 - (e) opt into the Provincial Fee Reduction Initiative; and
 - (f) demonstrate financial stability
 - (g) utilize the BC Early Learning Framework to guide and support learning experiences in childcare settings.
- 3.7 If the Board decides to operate a child care program, the Board will ensure that it is operated in a manner that:
- i. 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
 - ii. is inclusive and consistent with the principles of non-discrimination set out in the *British Columbia Human Rights Code*.
- 3.8 Any contract with a licensee other than the Board, to provide a child care program on Board property must be in writing and subject to review annually ~~no less than~~ every ~~[insert number]~~ years. The contract must contain:

- i. a description of the direct and indirect costs for which the licensee is responsible, including a provision for late payment or default;
 - ii. an agreement by the licensee to comply with this policy and all other applicable policies of the Board;
 - iii. a provision describing how the agreement can be terminated by the Board or the licensee;
 - iv. an allocation of responsibility to ensure adequate insurance is in place to protect the interests of the Board;
 - v. a statement that the agreement can only be amended in writing, signed by the Board and the licensee;
 - vi. a requirement for the licensee to maintain appropriate standards of performance;
 - vii. a requirement that the licensee must at all times maintain the required license to operate a child care facility; and
 - viii. Provision for adherence to the Board's Child Care Handbook
- 3.9 Prior to entering into or renewing a contract with a licensee other than the Board to provide a child care program on Board property, the Board will consider:
- i. Whether it is preferable for the Board to become a licensee and operate a child care program directly;
 - ii. the availability of school district staff to provide before and after school care; and
 - iii. whether, with respect to a licensee seeking renewal or extension of a contract, the licensee has performed its obligations under this Policy and its contract with the Board, with specific regard to performance in respect of providing an inclusive child care program and one that promotes indigenous reconciliation in child care.
- 3.10 When the Board decides to change the use of Board property that is being used for provision of childcare programming, , the Board will provide written notification to the Minister of Education.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and regulations are enforced.
- 4.3 School-based Administration are responsible to ensure adherence to the Board's Child Care Handbook

5.0 REFERENCES

- 5.1 Ministerial Order M326, August 31, 2020
- 5.2 School Act Section 85.1, 85.2, 85.3, 85.4, March 5, 2020

DRAFT



Out of School Care Manual

Contents

1.0	LICENSING-FACILITY REQUIREMENTS	2
1.1	Facility Requirements	2
1.1.1	Environment.....	2
1.1.2	Physical requirements of facility.....	2
1.1.3	Furniture, equipment and fixtures.....	3
1.1.4	Play area, materials and equipment.....	3
1.1.5	Hazardous objects and substances.....	4
2.0	PRINCIPAL RESPONSIBILITIES	4
2.1	Lockdown Procedures.....	4
2.2	Hold and Secure Procedures.....	5
2.3	Field Trips and Communication	5
2.4	Notice to Use Primary Licensed Area.....	6
3.0	PROBLEMS –WHOM TO CALL	6
4.0	PARKING.....	6
5.0	SHARING SPACES AND ITEMS	6
6.0	STORAGE	7
7.0	ACCESS TO SHARED SPACES.....	7
8.0	BREAKDOWN OF RENTAL RATES.....	7
8.1	Maintenance Responsibilities	8
10.0	CUSTODIAL.....	8
10.1	Custodial Storage	9
10.2	Hazardous Spills	9
10.3	Custodial Complaints	9
10.4	Custodial Cleaning within the school.....	9
10.5	Recycling, Paper, Food Waste, Hard Plastic.....	10
10.6	Alarm Systems.....	10

1.0 LICENSING-FACILITY REQUIREMENTS

The information below is intended for information purposes only and was taken directly from the 'Community Care and Assisted Living Act; Child Care Licensing Regulation' published by the Vancouver Island Health Authority (VIHA).

1.1 Facility Requirements

1.1.1 Environment

A licensee must ensure that a healthy and safe environment is provided at all times while children are under the supervision of employees.

A licensee must ensure that the community care facility and the furniture, equipment and fixtures within it are clean and in good repair while children are in attendance.

A licensee must ensure that, while children are under the supervision of employees, no one smokes or uses tobacco, holds lighted tobacco, uses an e-cigarette or holds an activated e-cigarette on the premises of a community care facility or in any vehicle used by employees to transport children.

If a child who requires extra support is attending the community care facility, the licensee must ensure that the physical structure of the community care facility is modified to meet the needs of the child while the child is in attendance.

1.1.2 Physical Requirements of Facility

A licensee, other than a licensee who provides a care program described as Family Child Care or Child-minding, must have for each child at least 3.7 m² of usable floor area in the community care facility, excluding

- *hallways,*
- *built in storage areas,*
- *bathrooms, and*

- *fixed appliances, or, if not fixed, large appliances that are not normally moved from one area to another.*

A licensee must have one toilet and wash basin for every 10 children or fewer.

A licensee, other than a licensee who provides a care program described as Family Child Care or In-Home Multi-Age Child Care, must ensure that the toilets and wash basins are on the same floor as the community care facility.

A licensee, other than a licensee who provides a care program described as either Preschool (30 Months to School Age) or Group Child Care (School Age), must have in a community care facility a sturdy surface for changing diapers, located outside the food preparation area, next to both

- *a covered container for soiled clothing, and*
- *a wash basin.*

1.1.3 Furniture, Equipment and Fixtures

A licensee must supply equipment, furniture and supplies that are

- *of sturdy and safe construction, easy to clean and free from hazards, and*
- *located so as not to block or hamper an exit in the case of fire or other emergency.*

A licensee must ensure that each piece of furniture or equipment for sleeping

- *is used by only one child at a time,*
- *is clean and comfortable, and*
- *is appropriate for the size, age and development of the children intended to use it.*

A licensee providing a care program to any child younger than 36 months of age must provide a separate sleeping area located away from any activity area.

1.1.4 Play Area, Materials and Equipment

A licensee must have

- *at least 6 m² of outdoor play area for each child, or*

- *if the license provides more than one type of care program, an outdoor play area that meets the requirement set out in paragraph (a) for the type of care program, provided by the licensee, with the largest maximum group size permitted.*

A licensee may use the same outdoor play area at the same time for more than one care program if

- *the care programs are of the same type*
- *there is no increase in the risk to the health and safety of children,*
- *the licensee continues to comply with the ratio of employees to children*

A licensee must ensure that the entire outdoor play area is

- *enclosed in a manner that is suitable for the age and development of children, and will ensure that children are free of harm, and*
- *constructed in a manner, and using materials, that are suitable for the age and development of the children intended to use it.*

A licensee must ensure that all indoor and outdoor play materials and equipment accessible to children are

- *suitable for the age and development of the children, and*
- *safely constructed, free from hazards and in good repair.*

1.1.5 Hazardous Objects and Substances

A licensee must ensure that children do not have access to any object or substance that may be hazardous to the health or safety of a child.

These requirements also apply to Secondary Licensed Areas (back up spaces)

2.0 PRINCIPAL RESPONSIBILITIES

2.1 Lockdown Procedures

A “**Lockdown**” should **only** be used when there is a major incident or threat of school violence within the school, or in relation to the school.

In the event of a “lockdown”, the Principal is required to immediately notify the Child Care site Manager by phone. They will then in turn notify site staff.

****Note:** After any lockdown, a communication should go out to parents/guardians briefly outlining the situation and how it was handled. This will ensure that accurate information goes home and that parents/guardians can support their children if they have questions or concerns.

Parents should wait for information from the school district before coming to the school.

2.2 Hold and Secure Procedures

“Hold and Secure” should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g. a robbery occurs near a school, a chemical spill occurs in the neighborhood, a cougar has been sighted in the neighborhood). In this situation, the school continues to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.

In the event of a “hold and secure”, the Principal is required to immediately notify the Child Care site Manager by phone. They will then in turn notify site staff.

****Note:** After any hold and secure, a communication should go out to parents/guardians briefly outlining the situation and how it was handled. This will ensure that accurate information goes home and that parents/guardians can support their children if they have questions or concerns.

2.3 Field Trips and Communication

If students who attend out of school care are going to be late due to a delayed return from a school field trip, the Principal is required to notify the Child Care site Manager immediately by phone. They will then in turn notify the site staff.

2.4 Notice to Use Primary Licensed Area

Principals are required to give at least **2 weeks** written notice to obtain use of the Primary licensed space. The Child Care Providers will move to the VIHA approved secondary (back up) space. Under no circumstance are both the primary and secondary licensed spaces to be used at the same time by the school. This follows the *Facility Requirements* as stated in the 'Community Care and Assisted Living Act; Child Care Licensing Regulation' and provides the Child care providers with a licensed space at all times.

If another space needs to be used for child care purposes, the licensing of this space can take upwards of three months to obtain.

3.0 PROBLEMS –WHOM TO CALL

If there are problems in respect to the Child Care within the school please call the Manager of Capital Planning and Implementation for clarification. 250-920-3460

4.0 PARKING

Out of School Care staff are required to park in school staff parking lots.

Parents picking up and dropping off should follow the school policy.

5.0 SHARING SPACES AND ITEMS

At no time are the licensed child care spaces to be shared with other participants during the child care hours as per the license agreement. For example, if there is not a gym divider in place, and the gym is rented for child care purposes, no other children are to be present in the gym during child care hours. This is due to VIHA regulations.

At no time should the child care providers be using school materials or equipment. All child care play equipment and materials is to be provided by the licensee.

6.0 STORAGE

All Child Care providers must be given space within their rented area to store supplies and required VIHA documents. The Greater Victoria School District is working on standard storage solutions that will be provided to the child care providers.

7.0 ACCESS TO SHARED SPACES

The Child Care provider is allowed access to their shared space as per the license agreement. For gyms and shared spaces before school the child care providers are to have the license area vacated and tidy at the bell. For after school care the spaces must be available to the child care provider at the bell (unless specified otherwise in the license agreement).

The child care provider is to supply their own equipment and supplies, excluding the outside playground.

All playgrounds will be kept to school district standards. Any requirements beyond school district standards is the responsibility of the licensee.

8.0 BREAKDOWN OF RENTAL RATES

All Rental Rates Cover the following

- Utility services (water, electricity, natural gas)

- Capital Repair and Depreciation

- Custodial and Maintenance Labor (time and materials)

This is applicable to all locations within school building. Exterior buildings may or may not be included in the license agreement (please refer to license agreement).

Security of the building

This is applicable to all locations within school building. Exterior buildings may or may not be included in the license agreement (please refer to license agreement).

8.1 Maintenance Responsibilities

It is the responsibility of the school custodian to replace water filters and light bulbs as long as the agreement states the custodian is cleaning the area. If the Child Care provider has an external company cleaning the area or are cleaning the area themselves the responsibility and cost to maintain the area resides with the service provider.

All maintenance within the schools is the responsibility of the Greater Victoria School District. The only area the Greater Victoria School District may not maintain are the stand alone child care units.

10.0 CUSTODIAL

Custodians are to clean the areas as per the arranged custodial runs. Custodial costs are incorporated into the rental rates. For areas that are within the school the custodian is to clean the area as per their custodial run.

For stand alone child care units the custodian is to clean the units per the rental agreement. All stand alone child care units are allocated 30 minutes of cleaning Monday – Friday. The minimum tasks in the 30 minutes are;

- All bathrooms cleaned and mopped

- Garbage and recycling removed and liners replaced

- Floors swept in main area and spot mopped

10.1 Custodial Storage

Custodians are required to store their supplies in a locked cabinet within the school and within any portable unit so as to adhere to the *Facility Requirements* as stated in the 'Community Care and Assisted Living Act; Child Care Licensing Regulation'

10.2 Hazardous Spills

Custodians are to follow the procedures for cleaning up a hazardous spill and WHIMIS guidelines. Day to day cleanup is the responsibility of the custodian for any child care that is provided with the school building.

For stand alone child care units whom run programs during and after school hours, the agreement provides for 30 minutes of cleaning per day. During and after school hours, it is the responsibility of the child care provider to clean up any spills and vomit. A spill pack will be provided to the licensee for these types of spills.

10.3 Custodial Complaints

All childcare spaces should be cleaned to District standards. However, in the event that Child Care staff have concerns they will communicate these to the Manager of Operations who is responsible for all custodial staff. The Manager of Operations number is 250-727-8160.

10.4 Custodial Cleaning within the school

Custodial staff cleaning is based on a custodial run that is set out by the school district.

Gyms and shared spaces are cleaned during a time when they are not being used. The rental rates within the school are lower to account for the cleaning of the spaces and the shared use.

10.5 Recycling, Paper, Food Waste, Hard Plastic

Licensees who provide child care within a school are to follow school policy and ensure proper recycling of all items. If in doubt please speak with the Custodian or the Principal. For Licensees who do not have school district custodians clean their units, all recycling, and garbage is the responsibility and the cost of the licensee.

10.6 Alarm Systems

No alarm codes are necessary for any licensees who provide child care within the school facility as a custodian will always be on site. For licensees that have stand alone units, an alarm code will be provided. For units that are not cleaned by the school district the licensee is responsible for providing security (?? – is that the case) and any associated costs of the security.

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF EDUCATION

School Act

Ministerial Order No. **M326**

I, Rob Fleming, Minister of Education, order that the Child Care Order is made as set out in the attached schedule.

August 31, 2020

Date



Minister of Education

(This part is for administrative purposes only and is not part of the Order.)

Authority under which this Order is made:

School Act, R.S.B.C. 1996, c. 412, s. 168.001

Schedule
CHILD CARE ORDER

Interpretation

1 In this order,

“board” includes a francophone education authority;

“board property” means board property as defined in section 85.1(1) of the *School Act*;

“child care program” means a child care program as defined in section 1(1) of the *School Act*;

“licensee” means a licensee as defined in section 85.1(1) of the *School Act*;

Provision of child care program on board property

2 Where a board decides to change the use of board property that is being used for providing a child care program, the board must, without delay, provide the Minister with written notification of the decision in a form and with the information specified by the Ministry.

Board policies regarding the provision of child care programs

3 The board policy that promotes the use of board property by licensees for the purpose of providing child care programs must include:

- (a) the board’s process for assessing community need for child care programs on board property;
- (b) a description of how the board will support
 - (i) principles of Indigenous reconciliation in child care; and
 - (ii) inclusive child care;
- (c) steps for determining if a board will renew a lease with a licensee providing child care on board property, including:
 - (i) considering if a board should provide a child care program directly, and whether
 - i. it is appropriate for the board to become a licensee; and
 - ii. the board has space and staffing capacity to offer before and after school child care; and
 - (ii) a description of the board’s criteria for selecting a licensee to provide a child care program;
- (d) standards for the written contractual relationship to be entered into between the board and a licensee providing a child care program;
- (e) a requirement for ongoing engagement with the individuals or groups described in section 4 regarding the use of board property for the provision of child care programs

4 When establishing a policy regarding the use of board property for the provision of child care programs, a board must consider the results of the board's engagement with individuals or groups the board considers are representative of

(a) employees of the board,

(b) child care operators,

(c) parents and guardians, and

(d) Indigenous communities, rightsholders, and service providers.

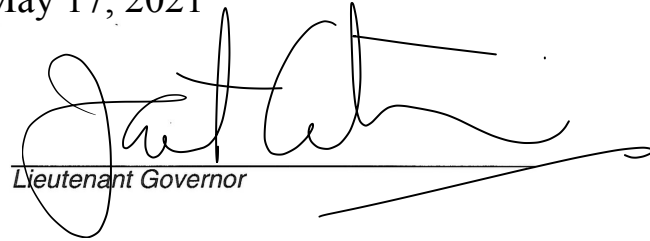
5 Boards must submit their policies respecting the use of board property for the provision of child care to the Ministry on a date specified by the Minister.



PROVINCE OF BRITISH COLUMBIA
ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL

Order in Council No. 298

, Approved and Ordered May 17, 2021


Lieutenant Governor

Executive Council Chambers, Victoria

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that the Child Care Licensing Regulation, B.C. Reg. 332/2007, is amended as set out in the attached Schedule.


Minister of Health
Presiding Member of the Executive Council

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: *Community Care and Assisted Living Act, S.B.C. 2002, c. 75, s. 34 (2) and (5)*

Other: *OIC 728/2007*

R10465403

SCHEDULE

- 1** *Section 1 of the Child Care Licensing Regulation, B.C. Reg. 332/2007, is amended by adding the following definition:*

“board of education” means

- (a) a board of education or the francophone education authority within the meaning of the *School Act*, or
- (b) the authority in relation to a school classified in group 1 or 2 under the *Independent School Act*; .

- 2** *Section 2 (1) is amended by adding the following paragraphs:*

- (i) School Age Care on School Grounds, being a program that provides at a school, before or after school hours or on a day of school closure, care to children who attend school, including kindergarten;
- (j) Recreational Care, being a program that
 - (i) provides, after school hours or on a day of school closure, care on a drop-in basis to children who attend school, including kindergarten,
 - (ii) is provided by a licensee who is a local government within the meaning of the *Local Government Act*, an Indigenous governing body within the meaning of the *Declaration on the Rights of Indigenous Peoples Act* or a charitable, philanthropic or other not-for-profit organization, and
 - (iii) is not provided in a single family dwelling house.

- 3** *Section 3 (2.1) is amended by adding “house” after “single family dwelling”.*

- 4** *Section 4 (a) is amended by adding the following subparagraphs:*

- (vii) School Age Care on School Grounds;
- (viii) Recreational Care; .

- 5** *Section 10 is amended by adding the following subsection:*

- (3) Subsection (2) does not apply to a licensee who provides a care program described as
 - (a) School Age Care on School Grounds, or
 - (b) Recreational Care except that, if a structural change is planned to an area of a community care facility where the care program is provided, the licensee must notify a medical health officer as soon as is practicable.

- 6** *Section 14 is amended by adding the following subsection:*

- (5) Subsections (1) to (4) do not apply to a licensee who provides a care program described as School Age Care on School Grounds except that, if care is provided in a building that is not equipped with toilets and wash basins, the licensee must ensure that children’s access to a bathroom is supervised in a manner that is appropriate for the age and development of the children.

7 *The following section is added:*

Exception for Recreational Care

- 14.1** (1) Section 14 does not apply to a licensee who provides a care program described as Recreational Care if the licensee complies with this section.
- (2) A licensee must ensure that, in areas of the community care facility used for a children's activity, the usable floor area, excluding the areas referred to in section 14 (1) (a) to (d), is sufficient to ensure the health and safety of children participating in the activity.
- (3) A licensee must have sufficient urinals, toilets and wash basins to meet the needs of children in care.

8 *Section 15 is amended by adding the following subsection:*

- (1.1) Subsection (1) does not apply to a licensee who
- (a) provides a care program described as School Age Care on School Grounds, and
- (b) is a board of education.

9 *Section 16 is amended by adding the following subsections:*

- (5) Subsections (1) (a), (3) and (4) do not apply to a licensee who provides a care program described as School Age Care on School Grounds except that a licensee who is not a board of education must ensure that any play materials or equipment provided by the licensee is appropriate for the age and development of the children in care.
- (6) Subsections (1) to (3) do not apply to a licensee who provides a care program described as Recreational Care.

10 *Section 20 (2) is repealed and the following substituted:*

- (2) For the purposes of subsection (1), a person is not "ordinarily present" at a community care facility if the person
- (a) is only picking up or dropping off a child, and
- (b) is the child's parent, or a person designated in writing by the child's parent as a person who may pick up or drop off the child.

11 *Section 22 (1) (a) is amended*

- (a) *in subparagraph (i) by striking out "BC Building Code" and substituting "British Columbia Building Code", and*
- (b) *in subparagraph (ii) by striking out "section 31 of the Fire Services Act" and substituting "section 2.8.3 of the British Columbia Fire Code".*

12 *Section 34 is amended by adding the following subsection:*

- (3.1) A licensee who provides a care program described as Recreational Care
- (a) is not subject to subsection (2), and

- (b) must ensure that the ratio of employees to children attending the community care facility is as follows:
 - (i) if any preschool child or child in grade 1 is present, there must be for every 12 children present at least one supervising responsible adult;
 - (ii) if no preschool child or child in grade 1 is present, there must be for every 15 children present at least one supervising responsible adult.

13 Section 40 is amended

- (a) *in subsection (1) by striking out “subsections (2) to (4)” and substituting “subsections (2) to (5)”, and*
- (b) *by adding the following subsection:*
 - (5) A licensee providing a care program described as Recreational Care must not provide care before school hours.

14 Section 43 is amended

- (a) *by renumbering the section as subsection (1), and*
- (b) *by adding the following subsection:*
 - (2) Subsection (1) does not apply to a licensee who provides a care program described as Recreational Care except that the licensee must provide
 - (a) a range of activities that provide children with opportunities for social development, and
 - (b) a comfortable atmosphere in which children can feel proud of their cultural heritage.

15 Section 44 is amended by adding the following subsection:

- (6) With respect to a licensee who provides a care program described as Recreational Care,
 - (a) subsections (1) (c), (2) and (3) do not apply, except that the licensee must ensure that the program of activities is modified to address the needs of children participating in the activities, and
 - (b) for the purposes of subsection (1) (a) and (b), the licensee need not provide both indoor and outdoor activities.

16 Section 47 is amended by adding “, other than a licensee who provides a care program described as School Age Care on School Grounds,” after “A licensee”.

17 Section 53 (4) is amended

- (a) *by striking out “in the child’s care plan”, and*
- (b) *by adding the following paragraphs:*
 - (a) in the child’s care plan, or

- (b) in the child's record, in the case of a licensee who provides a care program described as Recreational Care.

18 Section 56 (1) is amended by adding the following paragraph:

- (a.1) in the case of a licensee who provides a care program described as Recreational Care, written policies and procedures respecting how children and youth will be prevented from sharing a bathroom unsupervised; .

19 Section 57 is amended by adding the following subsection:

- (2.4) Despite subsection (2) (a) and (d), a licensee who provides a care program described as Recreational Care is not required to keep any of the following information:
 - (a) a child's medical insurance plan number;
 - (b) the name and telephone number of a child's medical practitioner.

20 Schedule B is amended by adding the following sections:

- 1.1 Despite section 1, an applicant who intends to provide a care program described as School Age Care on School Grounds must submit with the application only the matters set out in
 - (a) sections 2 and 11 of this Schedule, if the licensee is a board of education, or
 - (b) sections 2, 3, 5 and 11 of this Schedule, if the licensee is not a board of education.
- 1.2 Despite section 1, an applicant who intends to provide a care program described as Recreational Care must submit with the application only the matters set out in the following:
 - (a) section 2 of this Schedule, except that the description of the care program need not be detailed;
 - (b) sections 3, 5, 7, 10 and 11 of this Schedule;
 - (c) section 6 of this Schedule, except the dimensions of the outdoor play area referred to in section 6 (b);
 - (d) section 8 (b), including the form of consent that will be required from parents if children will not be returning to the community care facility on completing activities through the community service.

21 Schedule G is amended in section 4 (c) by striking out "in which children feel proud" and substituting "in which children can feel proud".

- Skip to main content
- Skip to footer

British Columbia News

More licensed child care options coming to B.C. families

<https://news.gov.bc.ca/24659>

Thursday, June 10, 2021 8:30 AM

Victoria - Families will have new options for child care on school grounds and through recreation-based programs, thanks to recent changes to the Province's Child Care Licensing Regulation.

"Giving families better access to quality, licensed child care is a key part of our Childcare BC plan for inclusive, universal child care," said Katrina Chen, Minister of State for Child Care. "For too long there were barriers to creating child care spaces on school grounds. Last year's changes to the School Act combined with these regulation improvements will enable more child care programs to be offered on school grounds and through local recreation programs, making pickups and drop-offs easier for parents and giving kids a safe place to go after school."

To support access to quality child care, the Province is creating two new licensing categories in the regulations: school-age care on school grounds and recreational care.

"This is good news for people around B.C. who are seeking child care supports," said Adrian Dix, Minister of Health. "Our government is taking strong action to provide assistance to families who need child care and these changes by the Ministry of Health, in partnership with the Ministry of Education and Ministry of Children and Family Development, will go a long way in helping both those with children and those places that offer child care programs."

Child care providers operating licensed child care under the new School Age Care on School Grounds category will be exempt from requirements related to minimum amount of usable floor space, washroom facilities and outdoor play areas because schools are already designed to be safe for children.

This new category builds on the changes government made to the School Act that require school boards to prioritize space that is not being used for K-12 students for child care and encourage school boards to adopt an inclusive child care policy. The changes to the act and to the regulation better support school districts and partners to directly provide before- and after-school care on school grounds.

"Bringing child care and education together is a significant step in our plan to create a universal, integrated and inclusive early care and learning system here in B.C.," said Jennifer Whiteside, Minister of Education. "That's why we are giving school districts the supports they need to increase capacity and play a stronger and more seamless role in providing child care services."

The second change to the Child Care Licensing Regulation includes the introduction of a new Recreational Care licence category that will enable flexible drop-in and after-school recreation care programs. Recreational care is for after-school drop-in programs run by organizations like the Boys and Girls Club, the United Way and the YMCA. Providers licensed under this new category will have fewer physical space and programming restrictions.

Quotes:

Jennifer Blatherwick, chair, Tri-Cities Task Force on Child Care –

"Improving access to quality, affordable and inclusive child care is key to supporting families in growing communities. The Coquitlam School District and Tri-Cities Task Force have identified the licensing of child care spaces in schools as a significant barrier to creating new spaces and are pleased to see the new School Age Care on

in schools as a significant barrier to creating new spaces and are pleased to see the new School Age Care on

School Grounds licensing category. This category will make it easier for school boards to use school facilities, which are already designed to meet the needs of children, to participate in providing before- and after-school care in our communities.”

Carolyn Tuckwell, CEO, Boys and Girls Club of South Coast BC –

“We are very pleased with this new category of recreational care. It will support our efforts to both continue and expand our delivery of safe, high-quality, high-impact after-school programs to thousands of children and families across south-coast B.C.”

Quick Facts:

- Licensing for child care facilities is administered under the Community Care and Assisted Living Act.
- The act and the Child Care Licensing Regulation establish the minimum health and safety requirements for licensed child care providers.
- The School Age Care on School Grounds category aligns licensing regulations for school-aged children with the safety protocols that school districts already have in place.

Ministry of Children and Family Development

Government Communications and Public Engagement
778 587-3237

Ministry of Health

Communications
250 952-1887 (media line)

Ministry of Education

Government Communications and Public Engagement
250 356-5963

POLICY xxxxx

Social Media Use

Drafted: ~~May~~ April 2022

Adopted: TBA

Revised:

Frequency of Review: Annual

1.0 RATIONALE

- 1.1 The Greater Victoria School District uses social media to communicate with parents, staff, students, and the broader community. Social media tools are also commonly used by Trustees, employees, and students to communicate with others.
- 1.2 It is important social media activity is professional and reflects the District's values of engagement, openness, partnerships, respect and integrity.
- 1.3 Responsible personal and professional use of social media use will ensure the role, reputation, and interests of the entire District, employees and students are protected.
- 1.4 This policy is intended to guide the use of social media for the purpose of achieving the vision, goals and objectives prescribed by the Ministry of Education and the School District. This policy applies to District Trustees, employees, and students

2.0 DEFINITIONS

- 2.1 *Social media*: is defined as any website or applications that enables a user to create and share content or to participate in social networking. "Social media" includes, but is not limited to:
 - Social networking sites (e.g. Facebook, Twitter, LinkedIn, Snapchat, Instagram)
 - Video and photo sharing websites (e.g. YouTube, Flickr, Tiktok)
 - Live streaming platforms (e.g. Facebook live, Instagram live)
 - Blogs
 - Podcasts
 - Electronic messaging apps (e.g. WhatsApp)
 - Video conference and live chat platforms
 - Online news blogs hosted by media outlets, including the comment sections
 - Facebook, Twitter, Instagram, LinkedIn

- Discussion forums and groups (e.g. Reddit)

2.2 *Content:* Includes online [information and](#) communications such as posts, blog posts, wall posts, tweets, document posting, images and video posting, comments, replies, direct messages, events, invitations, and other similar communications.

- ~~Social networking sites (e.g. Facebook, Twitter, LinkedIn, Snapchat, Instagram)~~
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3.0 POLICY

~~3.1 The Greater Victoria School District uses social media to communicate with parents, staff, students, and the broader community. Social media tools are also commonly used by Trustees, employees, and students to communicate with others.~~

~~3.2 Social media activity should be professional and reflect the district's values of engagement, openness, partnerships, respect, and integrity. Responsible personal and professional use of social media use will ensure the role, reputation, and interests of the entire District, employees and students are protected.~~

~~3.3.1~~ Social media [use](#) must be undertaken in a manner that is respectful, privacy and copyright compliant and consistent with all District policies and regulations.

~~3.4.2~~ Social Media Activity:

- ~~Engaging with the public via social media is an excellent way to share information and engage with the learning community.~~
- ~~Trustees, employees, and students are encouraged to follow the district and school social media channels to stay informed about District activities.~~
- When engaging ~~with~~ on social media:
 - Treat everyone with respect and equality

- Remember that social media supports two-way conversations
 - Strive for accuracy
- Trustees, employees, and students must conduct their social media use in accordance with professional standards and all District policies, including but not limited to:
 - Code of Conduct
 - Technology Usage
 - Bullying, Discrimination, Harassment and Sexual Harassment
 - Respectful Workplace
- Trustees, employees, and students must not share or post information, opinions, images, or links containing any of the following:
 - Content that threatens or defames any individual or organization
 - Violent, profane, or obscene content
 - Content that promotes, fosters, or perpetuates hate or discrimination
 - Marketing or advertising proposes (other than District endorsed sponsors/affiliations/partnerships)
 - Promotion of illegal activity
 - Information that may compromise the safety or security of the public or District technology
 - Information about or concerning ~~that~~ individual Trustees, employees, or students without their consent
 - Content that is confidential
 - Content that violates a legal ownership interest of any other party, including violation of trademarks or copyright

3.53.3 Social Media Management

- Official District social media sites are maintained by District staff. District social media tools will not be used to promote commercial activities, personal opinions, or political campaigns.
- Staff endeavor to provide a timely response to social media enquiries; however, correspondence, general information requests, and concerns requiring timely response or action should be submitted directly to the Board Office, respective school, or appropriate department, via phone, email, or in-person.

3.63.4 Public Record

- All District and school social media sites must will adhere to applicable laws, regulations, and policies, including applicable District bylaws and policies.

- Content generated or received within District social media channels are considered official records of the District. The Freedom of Information and Protection of Privacy Act applies to social media content, and therefore, all social media content generated or received within District social media tools must will be managed, stored, and retrieved to comply with the legislation.

3.73.5 Copyright Laws

- Laws governing copyright and fair use or fair dealing of copyrighted material owned by others must be adhered to, including District copyrights and brand standards. The District logo should not be used without approval from the Superintendent or designate.

3.83.6 Compliance

- This policy is in addition to and complements all other District policies, including those that govern the use of technology, human resources, and the interests of the District.
- Any Trustee, employee or student that becomes aware of or has knowledge of content a posting in violation of the provisions of this policy shall notify their respective teacher, supervisor or District Superintendent immediately.
- Inappropriate communications or use of District social media, or other electronic devices, are subject to the same policies and principles as other forms of work-related misconduct. Unauthorized or inappropriate use of District internet, email, and social media will result in the loss of access, and depending on the seriousness of the infraction, may result in disciplinary action.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and administrative procedures are developed and enforced.

5.0 REFERENCES

- i. *School Act* Section 85.1

POLICY xxxxx

Social Media Use

Drafted: May 2022

Adopted: TBA

Revised:

Frequency of Review: Annual

1.0 RATIONALE

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2.2 *Content:* Includes online information and communications such as posts, blog posts, wall posts, tweets, document posting, images and video posting, comments, replies, direct messages, events, invitations, and other similar communications.

3.0 POLICY

3.1 Social media use must be undertaken in a manner that is respectful, privacy and copyright compliant and consistent with all District policies and regulations.

3.2 Social Media Activity:

- When engaging on social media:
 - Treat everyone with respect and equality
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 - Strive for accuracy
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 - Promotion of illegal activity
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 - Information about or concerning individual Trustees, employees, or students without their consent
 - Content that is confidential

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- Staff endeavor to provide a timely response to social media enquiries; however, correspondence, general information requests, and concerns requiring timely response or action should be submitted directly to the Board Office, respective school, or appropriate department, via phone, email, or in-person.

3.4 Public Record

- All District and school social media sites will adhere to applicable laws, regulations, and policies, including applicable District bylaws and policies.
- Content generated or received within District social media channels are considered official records of the District. The Freedom of Information and Protection of Privacy Act applies to social media content, and therefore, all social media content generated or received within District social media tools will be managed, stored, and retrieved to comply with the legislation.

3.5 Copyright Laws

- Laws governing copyright and fair use or fair dealing of copyrighted material owned by others must be adhered to, including District copyrights and brand standards. The District logo should not be used without approval from the Superintendent or designate.

3.6 Compliance

- This policy is in addition to and complements all other District policies, including those that govern the use of technology, human resources, and the interests of the District.
- Any Trustee, employee or student that becomes aware of or has knowledge of content in violation of the provisions of this policy shall notify their respective teacher, supervisor or District Superintendent immediately.
- Inappropriate communications or use of District social media, or other electronic devices, are subject to the same policies and principles as other forms of work-related misconduct. Unauthorized or inappropriate use of District internet, email, and social media will result in the loss of access, and depending on the seriousness of the infraction, may result in disciplinary action.

4.0 RESPONSIBILITIES

- 4.1 **The Board of Education** is responsible to ensure compliance with the *School Act*
- 4.2 The **Superintendent** is responsible to ensure that District policy is upheld and administrative procedures are developed and enforced.

5.0 REFERENCES

- 5.1 *School Act* Section 85.1

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