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Leadership Planning Guide

Developed by the B.C. Principals' & Vice-Principals' Association

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"Successful leadership can play a significant role in improving student learning."

K. Leithwood
2004

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INTRODUCTION

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INTRODUCTION

The intent of this Leadership Planning Guide is that it be responsive to and reflective of current practice as much as possible. The Planning Guide will therefore be available online, as revisions and updates will be made periodically. You can find the electronic versions on the BCPVPA website: bcpvpa.bc.ca

Principals and Vice-Principals need skills, knowledge, and positive dispositions in both leadership and management in order to run an effective school. Much of the information in this guide relates directly to responsibilities found in the *School Act* and *Regulation*, the *Workers' Compensation Act*, the *Fire Safety Act* and other statutes, Ministerial Orders, and policy documents.

Please note a couple of things. First, the length of a section may not be an accurate measure of its relative importance. Second, there are a number of management and legal issues that have received almost no treatment. For example, neither discipline procedures nor Freedom of Information and Protection of Privacy are discussed in any detail. That does not mean they are not important, they are just beyond the scope of this document. Often district policy will provide some guidance and Principals and Vice-Principals will need to seek more information elsewhere. For example, the district Code of Conduct will make reference to discipline procedures but not to effective day-to-day practice or specific matters such as search and seizure. Policy on student records will also likely deal with some aspects of Freedom of Information and Privacy, but not all.

There is still a lot to learn.

The following content is divided into eight sections with subsections arranged **alphabetically**:

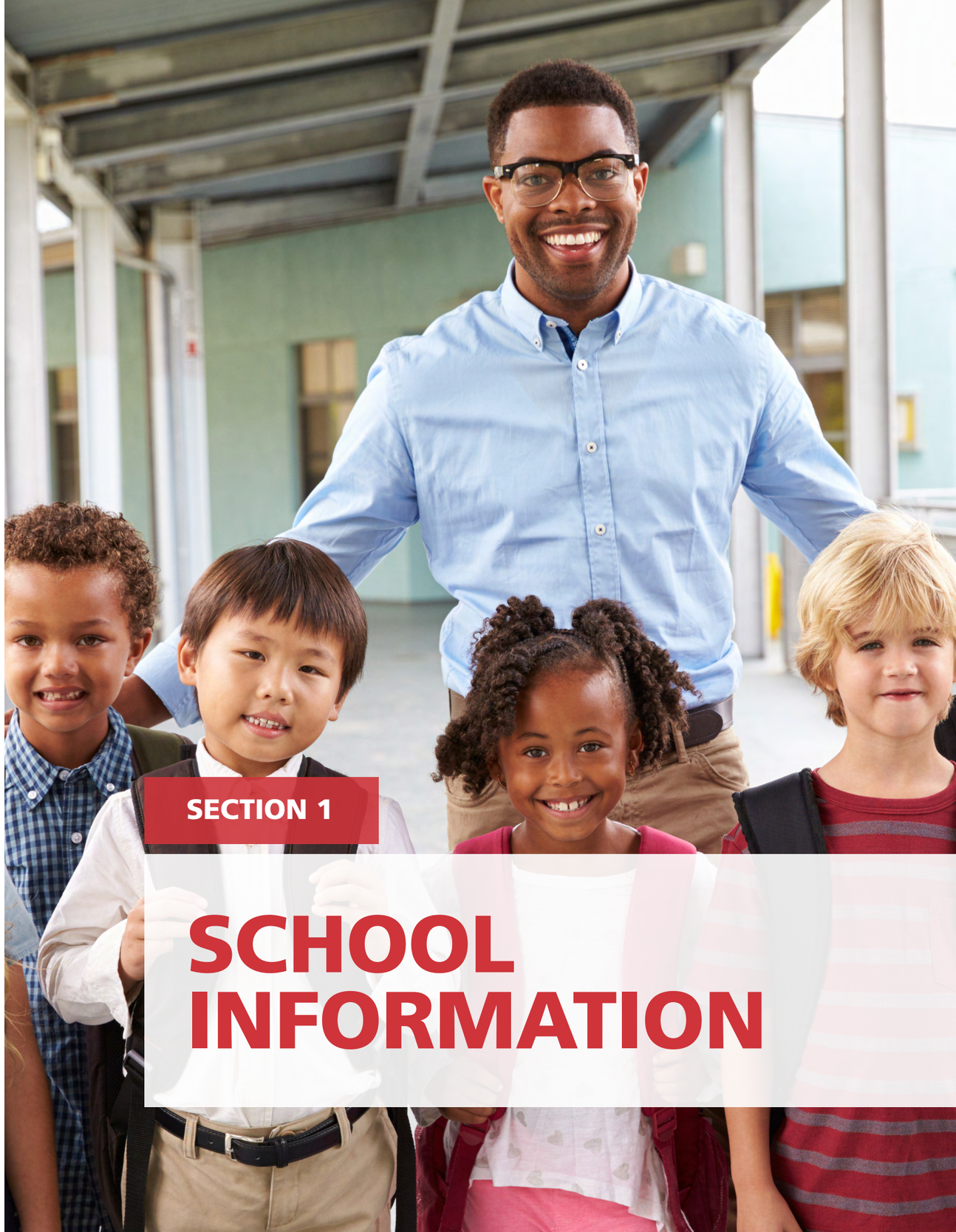
1. School Information
2. Students & Culture
3. Indigenous Education
4. Parents & the Public
5. Legal: What Guides & Directs Us
6. Professional Growth & Development/Resources
7. School Task Lists
8. Appendices

Your own district policy and practice will clarify much of the material. Do not hesitate to call your colleagues for advice. District staff are an invaluable resource – particularly for more technical issues surrounding social media, inclusive education and occupational health and safety.

In section seven, you will find examples of school task lists: one is a start of the year checklist courtesy of John Horstead, Principal of Frost Road Elementary School in Surrey and a Langley School District checklist. These are examples only for you to consider as you make your own plans to organize your workload. Neither life nor school leadership is a checklist and one should not rely solely on a list of tasks in an environment that is as dynamic and complex as a school.

A Note on School District Policies

This document makes reference to School District Policy in most sections. Note that the B.C. School Trustees' Association website supports a searchable database of policies from School Districts.



SECTION 1

SCHOOL INFORMATION

1.1 SCHOOL ORGANIZATION

ADJUDICATION

Students with special needs may be eligible for adaptations to provincial exams. Although this topic is covered completely in the Handbook for Procedures for the Graduation Program, it is mentioned here to remind Principals that although adjudication rules are more streamlined than in the past, documentation may require preparation a year or more in advance of testing. Principals should consult with teachers and counselors regarding students in any grade who are potential candidates for adjudication.

- Consult the Handbook for Procedures for the Graduation Program.
- Meet with counselors and inclusive education teachers regarding students who may require adjudication and assign responsibilities and timelines.

Resources:

- Student services
- District inclusive education staff
- Handbook for Procedures for the Graduation Program

ASSEMBLIES

School Regulation 5(10) and 5(11) require Principals to schedule at least three assemblies per year including one on the school day immediately preceding Remembrance Day. The regulation also requires the national anthem to be sung at each assembly.

To Do

1. Schedule at least three assemblies including the Remembrance Day assembly and arrange for an appropriate program.
2. Arrange for the national anthem to be sung at each assembly.
3. Acknowledge Indigenous territory.

Resources

- *School Regulation* (BC Reg 265/89)

ASSESSMENT & REPORTING

The School Act Regulation (BC Reg 265/89), under Regulation 4, requires teachers to evaluate students' intellectual, human and social, and career development and to regularly provide parents with reports as required by the Minister or the board. Reports must be made at least 5 times per year – 3 written reports, one of which must be at the end of the school year, on approved forms and at least 2 informal reports.

Download Student Progress Report Order

Similarly under Regulation 5, "Powers and duties of Principals, Vice-Principals or directors of instruction", Principals are required to ensure that such reports are made.

The Student Progress Report Order (M191/94) specifies the content of reports in K-3, 4-5, 6-7 and 8-12. This order also specifies how to report on students with Individual Education Plans, ESL and ELL students, and students with special needs.

- Establish reporting dates and timelines in the school site calendar consistent with the standard school calendar and the School District calendar and policy.
- Ensure that teachers understand the requirements for reporting under the *Act, Regulation and Ministerial Orders.*
- Ensure that the report forms are current and that data gathering processes are in place for teachers to use.
- Set aside time to review report cards prior to distribution to parents.
- Secondary Principals need to coordinate reporting timelines with requirements in the Handbook for Procedures for the Graduation Program. See the section above on "Handbook…" and the section below on "TRAX".

Be aware of your district's policies for Communicating Student Learning and the way this formative, ongoing model supports the redesigned BC Curriculum.

Resources

- Handbook for Procedures for the Graduation Program
- *Individual Education Plan Order* (M 638/95)
- *Provincial Letter Grades Order* (M 192/94)
- BC Curriculum: Core Competencies
- Communicating Student Learning & Curriculum documents pertinent to your School District and level:
  - Sample from Vancouver (VSB): Curriculum documents and Communicating Student Learning (CSL)
  - Sample from Surrey: CSL Resources
- *School Regulation* (BC Reg 265/89)
- *Special Needs Order* (M 150/98)
- *Student Progress Report Order* (M191/94)
- Ministry of Education: Assessment & Reporting Information

BEGINNING OF THE YEAR FORMS

The Ministry has embarked on a plan to streamline data collection and so the requirements for form submission may vary from year-to-year. The September data collection schedule and other information are found on the Ministry website.

Form 1601: Public School Data Collection (name of school, address, phone number, school organization, name of Principal, FTE educator headcount). This is a paper form completed at the school level.

Form 1701: Student Data Collection (name, birth date, gender, grade level, postal code, Indigenous enrolment, career program enrolment, special needs category enrollment, number of courses for all students in secondary). This is electronic and prepared at the school level. This data collection needs to be completed by end of September and end of January.

The Handbook for Procedures for the Graduation Program contains additional information on data transfer dates.

- Consult with the secretary or records clerk responsible for preparing Forms 1601, 1701 and 2001 when going over the instructions for data collection and submission. The instructions can be found here.
- Check with the board office re: district deadlines for submitting forms.
- Include submission dates on the calendar
- Determine any additional submission dates and record them (see information about K-12 data collection online)

Resources:

- School District Policy
- Handbook for Procedures for the Graduation Program
- *School and Student Data Collection Order* (M152/89)

BUDGETS & MONEY HANDLING

All schools maintain in-school accounts and district accounts. In-school accounts deal with things such as field trip money, fundraising, student activities and fees. These accounts are commonly managed by the head secretary and the money is deposited in a local bank.

District accounts contain that portion of the Ministry grant that is allocated to the school through the district office. Depending on the management model in the district the funds under control of the Principal may range from a relatively small amount of supply money to responsibility for oversight of TTOC accounts, support staff hours and maintenance requests.

No matter what the scope of fiscal responsibility, the Principal will be held accountable for the oversight of district accounts and management of in-school funds.

- Obtain budget submission deadline information from the board office and consider those dates for your personal calendar as well as for schedules of staff meetings and department meetings for budget consultation. Budget deadlines are often aligned with staffing deadlines.
- Consult with the accounting clerk or attend a workshop if available in your district to familiarize yourself with the school accounts and the procedures used in the school and at the district level.
- Set aside time each month to review district and in-school accounts with the Head Secretary.
- Consult with the accounting clerk, Department Heads and area coordinators regarding reconciling and reporting the in-school and district accounts for which individuals are responsible.

Principals have a duty to ensure that school accounts are properly handled. School Districts will have policy on accounting procedures and financial matters. It's important that staff understand the need to adhere to appropriate practice. This is public money and it is imperative that it is handled properly. Here are a few instances that should be highlighted.

Collecting money

Teachers should not be collecting any funds without the approval of the Principal. In some districts, letters informing the school community of the fee required in September each year will be shared with the district and sent to families in late spring. When funds are collected, they should be properly receipted and the funds brought to the head secretary or accounting clerk for accounting and safekeeping before the end of the school day. Money should not be left in classrooms. There may be rare exceptions to these procedures but those should be carefully overseen to avoid any risk of theft or allegation of mismanagement.

Requisitioning and purchasing supplies and equipment

School District Policy and procedure will specify purchasing procedures, requirements for tendering, and limits and procedures for purchasing with petty cash. Staff need to be aware that it is not appropriate to simply seek out a 'good deal' from a friend or relative; districts have policy and procedure and standards for equipment. Consult with the purchasing department at the board office for their expertise and knowledge.

Petty cash purchases

School Districts will have policies and procedures for petty cash purchases including limits. Make sure that staff understand the requirements for reimbursement including in most cases the need for petty cash purchases to appear on a receipt separate from personal purchases.

Credit cards

School Districts will have policies on the use of personal credit cards. Staff should not be making purchases with personal credit cards – particularly if there are *Air Miles* or other reward programs associated with the card. Make sure staff are aware of the policy for the use of personal credit cards.

Disposal of equipment

School Districts have policies on the disposal of surplus equipment. It cannot simply be sold to a staff member or a member of the community.

- Check School District Policy on money handling.
- Online purchases request a credit card. Procedures for submitting online purchases are outlined in each district.
- Consult with the Head Secretary or the clerical person responsible for accounting in the school and review the processes for each of the functions above.
- Prepare a reference on money handling for the staff handbook.
- Work with PAC to discuss guiding principles for PAC spending.
- Remind staff of money handling procedures at the start of each year.

Resources

- School District Policy
- School PAC policies

CLASS SIZE

Language regarding equitable access to learning is currently contained with the *Memorandum of Agreement (MOA)*, effective September 2017.

Familiarize yourself with the MOA and board policy regarding remedies.

Resources

- *School Act* 76.1 – 76.8
- Class Size Regulation (B.C. Reg 245/02)
- Class Organization 2019 Web Form Instructions
- Memorandum of Agreement (2017)
- School District information regarding Remedy for the Collective Agreement's restored language, as interpreted at the district levels (School District Working Documents)

CODE OF CONDUCT

The *Provincial Standards for Codes of Conduct Order* (M276/07) requires that boards have policy that establishes a Code of Conduct in every school. The Order is specific in regards to the development and review of the code, including the involvment of and distribution to students, parents and employees. The Order also specifies the content including references to acceptable and unacceptable behaviours, the *Human Rights Code* and a focus on restorative consequences.

To Do

1. Establish a process for the creation or annual review of a Code of Conduct including consultation with parents, students, employees that is consistent with board policy.
2. Make codes available to students, parents, employees (at start of year, when new students enroll, and when new employees are assigned) and post on the school website.
3. Consider printing the code in the staff handbook and in the student agenda.
4. Review Code of Conduct at the start of year assembly.
5. Display codes of conduct in a prominent area of the school.

Resources

- School District Policy
- *Provincial Standards for Codes of Conduct Order* (M276/07)
- See "Safe Caring and Orderly Schools" (Ministry Website)

CURRICULUM

School and district practices will vary widely. Most Principals require overviews in the elementary grades or more formal course outlines for secondary courses. Be engaged with the BC Education Plan and Revised Curriculum resources online.

- As appropriate, request course outlines/previews.
- Consider ongoing items at staff meetings dealing with curricular issues.

Resources

- School District Policy
- The BC Curriculum: Core Competencies
- Curriculum documents pertinent to your School District and level:
  - Sample from Vancouver: Curriculum Documents and Communicating Student Learning (CSL)
  - Sample from Surrey: CSL Resources

FLAGS

School Regulation 5(10) and (11) require Principals to ensure that the Canadian flag and the B.C. flag are properly displayed at the school while in session.

- Ensure that the Canadian and BC flags are in good condition and that the flagpole(s) is (are) properly maintained.
- Arrange for the flags to be raised and lowered in accordance with protocol.

Resources

- *School Regulation* (BC Reg 265/89)

FOOD & BEVERAGE GUIDELINES

The Ministry of Education has published guidelines for the sale of food and beverages in schools. These guidelines can be found on the Ministry website (see below). School Districts will also have nutrition policies. See the HealthLink BC website for more support.

To Do

1. Check vending machines to ensure that products follow the guidelines.
2. Remind teachers or parents who are planning to hold fundraisers or events that some products cannot be sold in the school.

Resources

- School District Policy
- Ministry Food Guidelines
- HealthLink BC - Dietitian Services
- BNFL HealthLink BC

FOODSAFE & NUTRITION GUIDELINES

Workers and volunteers handling food (e.g. employees or contractors in school cafeterias, parent volunteers in hot lunch programs or 'hot dog days') need to have up-to-date FOODSAFE certification.

The FOODSAFE website identifies the following activities (among others) that may require FOODSAFE training:

- vendors at community events
- community supper/kitchen events
- PAC/school hot lunch days/fundraisers
- children's camps
- staff picnics/social events

The requirement for FOODSAFE training is part of the *Food Premises Regulation in the BC Health Act*. To find out if licensing and training is needed for your particular activity, contact your local health authority.

- Review any food service activities in the school and ensure that those involved in the preparation and handling of food have the proper FOODSAFE certification. Contact the local health authority for advice if necessary.
- Request that the topic of FOODSAFE be placed on the PAC agenda if parents are involved with food preparation.
- Remind staff that if they are going to be involved in any activity that involves preparing and serving food (such as barbecues at tournaments), then FOODSAFE may be required.
- Check vending machines to ensure that products follow the guidelines.

The Ministry of Education has published guidelines for the sale of food and beverages in schools. These guidelines can be found on the Ministry website: Guidelines for Food and Beverage Sales in BC Schools.

Resources

- School District Policy
- FOODSAFE
- Guidelines for Food and Beverage Sales in BC Schools
- HealthLink BC

FOUNDATION SKILLS ASSESSMENTS (FSAS)

Principals in schools enrolling Grades 4 and 7 are required to oversee the administration of Foundation Skills Assessments (FSAs). Principals should seek clear direction from the board office on policy and procedures with regard to who will administer the exams, how to deal with requests for students to withdraw from the exams and marking.

Administration information for the FSAs is found on the Ministry website. The site also contains information for parents including sample questions and sample tests.

- Include dates for the FSA examinations in the school site calendar.
- Inform students and parents of the FSA program as per Ministry requirements and district policy and direction.
- Schedule computer facilities for the administration of the FSA.

Resources

- School District Policy and Procedures

GRADUATION

Graduation activities are a big part of students' Grade 12 year. Most schools have well-developed graduation traditions. Ensure that all graduation activities are scheduled on the school site calendar and do not interfere with critical study and exam times.

Graduating students need to consider their post-secondary plans and applications for scholarships. These activities are likely coordinated through the counseling department.

- Consult with the staff sponsors for grad activities and the Grad Council to set up expectations and schedules for grad activities.
- Establish responsibilities for graduation exercises, ceremonies and dinner/dance.
- Consult with counselors regarding schedules and activities for post-secondary counseling sessions, visits, and applications.
- Establish responsibilities for administering scholarship information and applications.
- Establish a communications plan for parents and students regarding important graduation information. Note that this plan may include information for students at the end of Grade 9 as they start to plan their grad program (Grades 10 – 12) as well as students in Grades 11 and 12.
- Schedule parents' nights, assemblies, scholarship nights, and other grad-related activities.

The Ministry of Education Graduation Information for Students site includes links to all aspects of the "Path to Graduation" as well as administrative expectations and responsibilities.

HANDBOOK OF PROCEDURES FOR THE GRADUATION PROGRAM

The *Handbook for Procedures for the Graduation Program* contains a wide variety of information regarding graduation requirements, credits, transcripts, provincial scholarships, provincial examination schedules, examination rules and procedures– including registration and the adjudication process and data exchange processes and deadlines.

To Do

1. Refer to the *Handbook for Procedures for the Graduation Program* and review the processes and deadlines with the secretary responsible for data transfer, the counselors and the Vice-Principal.
2. Include the reporting and examination schedules in the school site calendar.
3. Establish responsibilities for receiving, securing and returning exams and arranging for space for and invigilation of students writing exams.

Resources

- Handbook for Procedures for the Graduation Program

PROVINCIAL EXAMS & ASSESSMENT

BC Graduations requirements are often updated, therefore, it is important that Principals refer to Chapter 1 of the *Handbook for Procedures for the Graduation Program* with regards to provincial exams and assessments.

Assessment/exam procedures may be adapted for students with identified needs. Principals should refer to chapter 2 of the *Handbook for Procedures* related to the process for adjudication of assessments.

To Do

1. See the *Handbook of Procedures for the Graduation Program*.
2. Advise students and parents of the resources for preparation for provincial assessments.

Resources

- Assessment/Exam Procedures
- Handbook for Procedures for the Graduation Program

REGISTERING STUDENTS & ORGANIZING CLASSES/COURSES

Procedures for registering students and organizing classes and courses is a complex undertaking which starts early in the spring of the year previous to September opening. In secondary schools preparing course selection handbooks and course planning sheets is often completed either before the winter break or shortly thereafter. Group course counseling and individual sessions for students and parent information nights are scheduled well in advance of the deadlines for submission of course requests.

These sessions include meetings with parents of students in all grades with a particular emphasis on students new to the school, students beginning the Graduation Program in Grade 10 and those students entering Grade 12. Usually, secondary schools host information evenings for feeder school families to attend and hear about programming, mini school opportunities and the like.

Elementary Principals will be required to follow district policy regarding kindergarten registration in the early spring and will involve teachers nearer the end of the year in discussions regarding the placement of students for the following year.

The timeline for Kindergarten registration is different in each

district. Be aware of the process in your district for Kindergarten registration.

School organization will depend on staffing decisions, which are not usually made until spring.

To Do (Middle/Secondary)

- Consult with teachers on class configurations/course offerings.
- Confer with counselors on timelines and processes for course selection.
- Review and edit forms including course selection sheets and registration forms.
- Make available registration forms, course selection books and course selection sheets.
- Schedule course selection counseling sessions.
- Schedule parent course information meetings.
- Schedule counselor visits to elementary/middle schools.
- Schedule student visits to middle/high schools.
- Follow processes consistent with board policy and practice to consult with staff and establish class sections and teaching preferences/assignments.
- Review potential class assignments with teachers.
- Build the timetable. Adjust assignments and consult as necessary.
- Plan processes for rescheduling students based on scheduling results.
- Plan for transfers and registrations in September including scheduling counselor time prior to school opening.
- Plan processes for adjusting student timetables in late August and distributing timetables to students.
- Plan processes for dealing with timetable changes at school opening and at semester changes.

To Do (Elementary)

- Consult with the district on application dates for Kindergarten registrations.
- Prepare a system to track registrations and record information in MyEd.
- Liaise with catchment secondary or middle school to plan for student transitions.
- Consult with staff on a timeline and schedule of events and tasks: transition meetings, counselors' visits, middle/secondary visits, and placement meetings.
- Discuss guiding principles for student placement and special requests with PAC and inform parents. Welcome information and input from parents to help make decisions.
- Summarize information on individual students – many schools use 'placement cards' – for you and teachers to use to make informed decisions on placements. Include any information from parents, input from the current 'sending' teacher, learning support teachers, specialist teachers and support staff. Consider the RTI Model during collaborative class placement discussions with receiving and giving teacher groups.
- Consult with board officials to determine staffing allocations and optimal grade configurations. Share with union representatives and staff as district policy allows.
- Consult with staff on grade and teaching preferences in early spring. Follow practices consistent with the Collective Agreement and School Board policy and practice.
- Plan processes that ensure all students are thoroughly discussed. Consider 'sending' and 'receiving' partners meeting in teams and include learning support teachers, specialist teachers and support staff. In cases where parent requests cannot be granted, decide whether a personal call or a letter from the office will be used to inform the parent(s). Personal calls are generally much more effective as they address concerns and issues immediately. In some districts, parent requests can be considered but they are not paramount and should only be part of the process that is focused on the learner.
- Plan processes for transfers and new registrations in September. Order additional agendas and opening materials in case of late registrations.

Resources

- School District Policy and procedures for class placement

- Collective agreement

RENTALS

Schools are often rented by community or private groups. School Districts have policy on availability and costs to rent school facilities. Districts will also likely have the group sign a contract. Often these arrangements are made through the board office. Principals should ensure that they are aware of groups using the facility and that the rental use does not conflict with school events.

To Do

1. Contact the board office person responsible for facilities rental and determine if the school has been rented.
2. Ensure that the rental schedule does not conflict with school events.
3. Coordinate custodial services for the rental dates and check with the custodian following the rental to make sure that everything went smoothly.

Resources

- School District Policy

SCHOOL CALENDAR

The *School Calendar Regulation* (B.C. Reg 245/02) requires boards to make available to every parent, by May 31, a school calendar. The regulation contains a "Standard School Calendar" that outlines the required number of days in session, the dates of statutory holidays, the opening and closing dates, and more.

Each school must have a calendar that complies with the regulation with respect to the number of days in session, the hours of instruction, non-instructional days, the length of the school day, etc., plus any other information that the board considers necessary. Board policy commonly sets out parameters and deadlines for school calendars including common Professional Development Days, dates for spring break and semester breaks.

The board must adopt the school calendar at an open public meeting for which notice has been given to interested groups including parents and employees.

Secondary Principals should also consult with the *Handbook for Procedures for the Graduation Program* to coordinate exam dates and data collection dates with the school site calendar.

To Do

1. Check board policy for dates on submission of calendar dates for the following school year (usually well in advance of the May 31 deadline).
2. Use the "Standard School Calendar" plus information from the local board to outline the calendar for the following year. Include holidays, ProD days, testing dates – including FSA, provincial exams, and reporting dates.
3. Put in place a process for soliciting calendar information from both teaching and non-teaching staff to include in the school site calendar. These could include staff meeting and department head meeting dates, concerts, plays, athletic events, parent nights and course scheduling dates.
4. Consult with the PAC on meeting dates and parent activities.
5. Secondary Principals coordinate dates in the Handbook for *Procedures for the Graduation Program* with the school site calendar.

Resources

- School District Policy
- Handbook for Procedures for the Graduation Program

- *School Calendar Regulation* (B.C. Reg 245/02)
- See also the *Designation of Purpose for Non-Instructional Days Order* (M122/93) that sets aside the 'School Improvement Day'

SCHOOL PLAN

Schools are required to develop annual plans. The School District will have policy and procedures related to deadlines and processes in addition to those specified in the Act.

Resources

- School District Policy
- School Act
- BetterEducate - Develop your School Plan

STAFF HANDBOOK

It is wise to include important reference information for staff in a handbook format. You may wish to create this online using something like Live Binders or another platform outlined in your district. You may wish to borrow sample handbooks from experienced colleagues and edit to include information suggested in this document and other information that you think would be valuable.

STUDENT RECORDS

The term "student record" is defined in the *School Act* in the following way:

"Student record" means a record of information in written or electronic form pertaining to:

(a) a student or francophone student, or

(b) a child registered under section 13 with a school or a francophone school, but does not include

(c) a record prepared by a person if that person is the only person with access to the record, or

(d) a record of a report under section 14 (1) or 16 (3)(b) of the *Child, Family and Community Service Act* or of information that forms the basis for a report under section 14 (1) of that Act.

Note that under this definition any written materials shared among staff form part of the student record. The only written materials that do not form part of the student record are those kept solely by the writer for his or her exclusive use. Given that parents have access to student records all staff should take that into account when they commit comments to writing.

Under the *School Act Regulation* 4(1)(e) the teacher is responsible for maintaining records required by the minister, the board and the Principal. Under regulation 5(7), the Principal is responsible overall for administering and supervising the school including the maintenance of records.

Section 79 of the *School Act* requires boards to establish written procedures regarding student records including storage, retrieval, appropriate use, confidentiality and privacy for student and families.

Although reports of children in need of protection under the *Child, Family and Community Service Act* do not form part of the student record, boards are still required to maintain them. See your district policy to make sure that your school record keeping system complies. You may also wish to contact your board for any information regarding Freedom of Information and Privacy issues.

Students and parents are entitled to examine all records kept by the board pertaining to that student. Section 9 of the School Act requires that the person making the request be accompanied by the Principal or a designate to interpret the records. The records may be copied for the parent or student and the board may charge a fee that does not exceed the cost of providing the copies.

Review your district policy on student records and ensure that your school processes comply.

Resources

- *Permanent Student Record Order* (M190/91)
- School Act

TEACHERS TEACHING ON CALL HANDBOOK

Teachers Teaching on Call (TTOC) deserve to have as much information as possible about their assignment and about the operation of the school in a convenient format. A TTOC handbook should contain information on personnel (the name of the Principal, Vice-Principal, counselor, secretary, librarian, etc.); bell times and a timetable overview; plus other handy information such as the location of photocopying, who to talk to about routine matters such as supplies. It is important that the handbook also contain emergency information that is clear, easy to find, and easy to follow.

There is a WorkSafe requirement to orient workers new to the site. You may wish to include orientation information in the TTOC handbook. Note that this on its own may not satisfy the requirement to orient TTOCs. Check with your School District.

- Prepare a TTOC handbook. You may wish to consult the "Orientation" section of this document to help you select health and safety and other information that should appear.
- Encourage teachers to prepare 'fail-safe' lesson plans for use in case of an emergency when they are unable to prepare properly for a TTOC. These plans would include a 'generic' lesson that can be used with the class in the absence of any specific information from the teacher plus: class lists, classroom rules, flags on individual students such as medical alerts, IEPs and other special circumstances, 'buddy teachers', locations for materials and resources, etc.

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1.2 SITE HEALTH & SAFETY

Note that this information is only an overview of the Occupational Health and Safety requirements. Refer to district personnel and policy/procedures for complete information.

A note on volunteers and others: please note that much of the information in this section is driven by provisions of the Workers' Compensation Act. Schools may occasionally use students or other volunteers to help out and reciprocate with an honorarium. Principals need to be very careful to ensure that volunteers are not working in a capacity such that they are viewed as employees.

ACCIDENTS & WORK-RELATED INJURIES

Section 53 of the *Workers' Compensation Act* requires employees to inform their employers as soon as possible of any injuries and/or occupational diseases that arise from their employment.

Section 54 of the Act requires employers to:

1. Report *within three days* of its occurrence every injury to a worker that is or is claimed to be one arising out of and in the course of employment.
2. Report, within three days of receiving information, every disabling occupational disease, claim for, or allegation of an occupational disease.
3. Report all deaths arising out of and in the course of employment.

The reports must all be made on the WCB form that is prescribed by WorkSafe and include:

a) the name and address of the worker

b) the time and place of the disease, injury or death

c) the nature of the injury

d) the name and address of any physician or qualified practitioner who attended the worker.

Form 7 is the form an employer uses to report injury or occupational disease. The employee completes Form 6A. Some districts have a process of completing this reporting online. See the sections on Occupational Health and Safety below for additional information on WorkSafe requirements.

Most School Districts have policy and procedures for worker injuries including a requirement that workers see the first aid attendant to report any injury. Reporting the injury to the first aid attendant is good practice both for worker safety as well as for minimizing the chances of disputes regarding the place, time and extent of injury. Workers may wish to visit their own doctor or clinic as well.

Sections 172 to 177 of the Workers' Compensation Act require employers to perform investigations when accidents have occurred.

Educators are required by the B.C. Schools Protection Program of the Risk Management Branch of the Ministry of Finance to promptly report any event or incident that may give rise to a claim. This includes student injuries as well as injuries to workers.

To report to the Schools Protection Branch, one can:

- Report directly online via the Schools Protection Program (SPP) website.
- Call SPP directly (recommended for emergency or incidents of a serious nature).
- Fax or mail a completed SPP Incident Form to SPP.

To Do

1. Check with the School District for policy, procedures, and forms for the School Protection Program and WorkSafe. The B.C. Public School Employers' Association (BCPSEA) provides advice and resources to School District staff on occupational health and safety.
2. Include information and protocols in the staff handbook or in the Emergency Preparedness Plan as per board policy as well as instructions on which staff member(s) to contact for first aid and on emergency numbers (911).
3. At start of the year inform and/or train staff as per board policy. Emphasize to staff the requirement to report injuries (of both students and workers) to the Principal.
4. Staff are encouraged to seek first aid from the first aid attendant. Board policy may require this.
5. Ensure that the first aid log book is properly stored and available to the first aid attendant to fill out.
6. Plan a system so that WorkSafe claims and other Health and Safety paperwork as well as the School Protection Program (SPP) are dealt with in a timely manner.

Resources

- COVID-19 and BC Schools information
- School District Policy
- Workers' Compensation Act and Regulations.
- WorkSafe BC
- WorkSafe BC forms
- B.C Public School Employers' Association "Workplace Safety"
- School Protection Program (SPP)
- Occupational Health and Safety Principles for Principals

EMERGENCY PREPAREDNESS PLAN

Schools are required to have Emergency Preparedness Plans. These are often coordinated by the local board in conjunction with a municipal or regional coordinator and the Provincial Emergency Program (also known as PreparedBC).

Check the local board policy and procedures for details on the specifics of your district's plan. The requirements of your school's plan will likely include the following:

- Designating an emergency preparedness committee.
- Evacuation plans including routes and marshalling areas in the event of an emergency.
- Suggested equipment and supplies, and a secure storage location that is not attached to the school.
- Evacuation plans for students with special needs and for persons with handicaps.
- A communication plan to parents and guardians.
- Plans for the safe and orderly release of students from the school.
- A schedule of earthquake and lockdown drills.

To Do

1. Designate an emergency preparedness committee.
2. Prepare/review the emergency preparedness plan in accordance with district policy.
3. Include the emergency preparedness plan in the staff handbook and/or post in each room according to board policy.
4. Train staff on emergency preparedness.
5. Schedule lockdown drills.
6. Schedule fire drills.
7. Schedule earthquake drills.
8. Ensure Class Emergency and First Aid Kits are located in all classrooms.
9. Ensure current class list contact info and supplies are maintained in the emergency storage location.

Resources

- School District Policy
- PreparedBC - Provincial Emergency Program

FACILITIES & EQUIPMENT SAFETY

The Workers' Compensation Act and the Occupiers' Liability Act require that the school be a safe place for workers, students, and visitors.

WorkSafe requires that the employer ensures that policies, equipment, information, instruction, training, and supervision is in place to ensure the safety of workers and that machinery, tools, and equipment are maintained and used in conformity with manufacturers' recommendations, safe practices, and regulation. This includes obtaining manuals and information on equipment and maintaining an effective written system of equipment maintenance and inspections.

Note that there is equipment with specific inspection requirements, which means there is a system in place to satisfy those requirements. For example, auto hoists require regular, documented inspections. Playground equipment may also require periodic inspections. In most cases the teacher or staff member using the equipment will be trained and have the responsibility to do routine inspections but there is usually a requirement for an outside agency to perform the inspection periodically.

To Do

1. Consult with district staff to determine which equipment requires periodic inspections, what documentation and records are required and that there is a system in place to ensure that inspections are performed and records are maintained.
2. Meet with teachers in areas that require safety checks (science labs, art rooms, technology education areas, physical education facilities, home economics areas and others) to ensure that their safety training procedures – including training for students – are in place and that they are aware of the need for regular inspection and maintenance.
3. Meet with custodians regarding their equipment, the need to clean up spills quickly, the use of "wet hallway" signs etc.
4. Make plans for removal of snow and ice from driveways and walkways.
5. Conduct periodic 'walk-arounds' with custodial and maintenance staff to check on facility safety.
6. Arrange with the daytime custodian to do a walk-around the building each morning. In the absence of a day-custodian it is good practice for the Principal or Vice-Principal to do so.
7. Ensure that all workers who work with dangerous and toxic substances are aware of any WHMIS requirements and that MSDS information is properly deployed.

Resources

- School District Policy
- Workers' Compensation Act
- Occupiers Liability Act

FIRE DRILLS

The Fire Service Act places certain requirements on schools. Those include posting exits in case of a fire, ensuring that there is adequate lighting and an emergency lighting system, providing an alarm, keeping sprinklers in good repair, ensuring that smoke and fire doors or closures are properly deployed and that fire drills be practiced. The B.C. Fire Code specifies that there be a fire safety plan in place. It also specifies procedures for conducting fire drills and the frequency of those drills, six in all – 3 in the fall term and 3 in the spring.

To Do

1. Post exit signs in the hallways.
2. Post evacuation routes in all rooms.
3. Review fire safety plan with staff.
4. Ensure that clerical staff are aware of the procedures for notifying the local fire department of drills and false alarms.
5. Check fire extinguishers expiry dates. (May be done as a maintenance matter from the board office.)
6. Schedule fire drills at least five times in the year. Consider scheduling at least one at a time when students are not in class such as lunch, between periods or recess.
7. Make sure that firefighters are advised of any controlled products covered by WHMIS.
8. Notify your local fire department of fire drills.

Resources

- B.C. Fire Code 2.8.3.1a
- Guidelines: Fire Drills for Schools

FIRST AID ATTENDANT

Schools require a first aid attendant for the staff under WorkSafe regulations. Sections 3.14 to 3.21 plus Schedule 3-A of the WorkSafe regulation details the number and level of training of first aid attendants in each facility as well as their duties and authority.

Some schools may require an attendant with substantial training. It is likely that your board will have already determined, under the regulations, what level of staffing and training is necessary. Many contracts – both teaching and non-teaching - have provisions for training and a pay differential. You will have to make sure that proper attendants are scheduled to be on duty. You may also wish to consider what plans are in place if the designated attendant is absent due to illness or other reasons.

The B.C. Public Schools Employers' Association (BCPSEA) commissioned a report on first aid services in October 2004. The web link to this report is listed in the resources section below.

To Do

1. Determine the level of first aid attendant required in your school. Check with the District Health and Safety Officer.
2. Identify the first aid attendant(s) and make sure that his or her (or their) training is up to date.
3. Make arrangements for training if necessary.
4. Identify the first aid attendant in the staff handbook and make sure that clerical staff know who to call if there is a first aid emergency.
5. Ensure that the school has the proper first aid kit required under WorkSafe regulations and that it is properly maintained. Some sites may require a dressing station as well.
6. Ensure that the first aid attendant has access to the first aid log and that they are aware of the requirement to log treatment.

Resources

- School District Policy
- WorkSafe BC Regulations
- BCPSEA

HARASSMENT-FREE POLICY

Every person has a right to a harassment-free work environment. Bullying and harassment in the workplace can take many forms, including verbal aggression, personal attacks, and other intimidating or humiliating behaviours. If workplace bullying and harassment is not addressed, it can lead to lost productivity, anxiety, and depression. When an employer or supervisor takes reasonable action to manage and direct workers, it is not considered bullying nor harassment.

To Do

1. Review the right to a bully-free work environment with staff at the beginning of the year.
2. Provide any district policy and /or documentation on the policy and/or forms to report incidents.
3. Preventative measures may include mediating conversations and/or addressing complaints in a timely fashion.
4. Establish and provide documentation
5. Respective unions may have a process by which they support their members.

Resources

- School District Policy
- WorkSafe BC Toolkit

JOINT HEALTH & SAFETY COMMITTEE

The Workers' Compensation Act (Part 3 Division 4, Section 125 and following) require that each worksite with more than 20 employees have a Joint Health and Safety Committee. These sections of the Act outline the duties of the Joint Committee – including meeting at least once per month, identifying unsafe conditions, consulting with workers and the employer, making recommendations, advising the employer, and participating in inspections, investigations, and inquiries. These sections also outline the responsibilities of the employer to provide opportunities for meeting, responding to recommendations, etc.

Note: Inspections need to occur monthly and investigations need to take place immediately following an investigable incident. Check with district policy on the membership of the investigative team.

The School District will often have protocols for joint health and safety committees worked out with the unions. Make sure to check board policy. Even if there are fewer than 20 employees in the school you may still be required to have a Joint Committee.

To Do

1. Establish a Joint Health & Safety Committee. There is a requirement for at least four members. May include a teacher, the first aid attendant (school secretary or Office Admin Assistant), Building Engineer, and administrator.
2. Ensure that the Committee understands its role and function including monthly site inspections.
3. Districts may arrange training for newly selected committee members.
4. Ensure that the names of the Joint Committee members and the reports of the three most recent meetings and other orders and documents are properly posted and retained.
5. Post meeting minutes.
6. See Sections 125 to 140 of the Workers Compensation Act for information.

Resources

- School District Policy
- WorkSafe BC Regulations

ORIENTATION FOR WORKERS

WorkSafe BC requires that workers be oriented to the worksite. Many School Districts do new teacher orientations. However, there are still requirements for site-specific orientations for teachers and for support staff.

Orientation is also an issue when TTOCs or substitute workers or student teachers appear at your school for the first time. It is strongly recommended that you confer with the School District on the policy and procedures that are in place for your School District.

WorkSafe BC publishes information on worker orientation including an orientation checklist.

To Do

1. Consult with the School District office regarding the district policy and process for worker orientation, including substitutes for support staff and for Teachers Teaching on Call (TTOC).
2. Refer to the WorkSafe regulations and checklist, in consultation with district staff, for suggestions on information to include in a TTOC Handbook to which TTOCs can refer and sign out as an indication they have received the information. Please note that depending on district policy this may not fulfill the orientation requirement. Consider a similar process for substitutes for support staff.
3. Schedule a new worker orientation for the first day of school.
4. Review Safety procedures and policies at the beginning of each school year.

Resources

- School District Policy
- WorkSafe BC regulations and guidelines

STUDENT REUNIFICATION

Student/parental reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. There are a wide variety of emergency situations that might require a reunification plan such as an evacuation or closure due to an earthquake, hazardous materials accident, major fire, natural gas leak, localized flash flooding, school violence, terrorist attack, pandemic or any other manmade or natural incident that would cause an early school closure.

To Do

1. Review District Reunification Plan with staff
2. Have staff and back-ups in place with roles and responsibilities during the emergency and reunification. In secondary schools, this would include counsellors.
3. Consider how student documentation and any release documentation that may be needed during the reunification would be accessed.

TOBACCO & VAPING PRODUCTS ACT

The Tobacco Control Act requires that all school Principals take steps to "exercise reasonable care and diligence" to prevent tobacco use in the building and on the grounds. The ban on smoking extends to all buildings to which the public normally has access and in schools the ban extends to the grounds as well as the buildings 24 hours per day, seven days per week.

It is not reasonable to expect Principals to patrol grounds outside of school hours and on weekends and holidays. Reasonable care and diligence would normally be satisfied by posting signage, informing students, staff, parents, and visitors of the smoking ban, and supervising the buildings and grounds during school hours and school events.

To Do

1. School Districts generally have a policy inclusive of tobacco and vaping use and will supply appropriate signage.
2. Ensure that there is adequate signage that there is to be no smoking/vaping in the building or on the grounds.
3. Include a no-smoking/vaping statement in the staff handbook.
4. Inform students by way of assemblies, student handbooks and announcements that there is no smoking/vaping on the grounds.
5. Inform parents via the opening school newsletter that there is no smoking/vaping on the grounds. Remind periodically throughout the year.
6. Inform rental groups of the smoking/vaping ban. This is usually included in rental agreements.

VIOLENCE PREVENTION IN THE WORKPLACE

WorkSafe BC requires employers to conduct an assessment of violence in the workplace, to put into place policies and procedures to address violence and to instruct workers.

Part 4 of the Occupational Health and Regulations addresses the requirements of violence prevention in the workplace, and schools districts have policy and procedure regarding workplace violence including violent students and intruders. Some districts also require staff to sign off on the training yearly.

To Do:

1. Check with School District Policy and consult with district staff if necessary.
2. Ensure that the risk assessment is current and/or plan to conduct a risk assessment.
3. Ensure that IEPs, safety plans and other resources are in place for students with special needs.
4. Include violence prevention material (policies, incident reports, advice, procedures in case of a violent situation, and investigation and follow-up activities) in the staff handbook or Emergency Preparedness Plan.
5. Include violence prevention policy and procedures in the Teachers-Teaching-On-Call handbook.
6. Remind staff of their responsibility to inform TTOCs of any students who have safety plans or students with special circumstances.
7. Arrange for training of staff (and sign-off if required). Don't forget clerical staff, teachers' assistants, and custodial staff. You may be required to instruct/train new staff if they are hired mid-year.

Resources

- School District Policy
- WorkSafe BC

WORKING ALONE

WorkSafeBC requires that certain precautions be put in place when a worker is working alone or in isolation. Section 4.20 to 4.23 of the Occupational Health and Safety Regulation requires that, among other things, the employer:

Identify, eliminate and/or control any hazards.

Have a written procedure, developed in consultation with the worker, for periodically checking the well-being of the worker including one at the end of a shift.

According to a WorkSafe definition, a worker who normally works in a setting where he or she is with other workers and who voluntarily comes in early, stays late or comes in on a day off may not be deemed to be working alone. However, the worker will still likely be considered as working by WorkSafe.

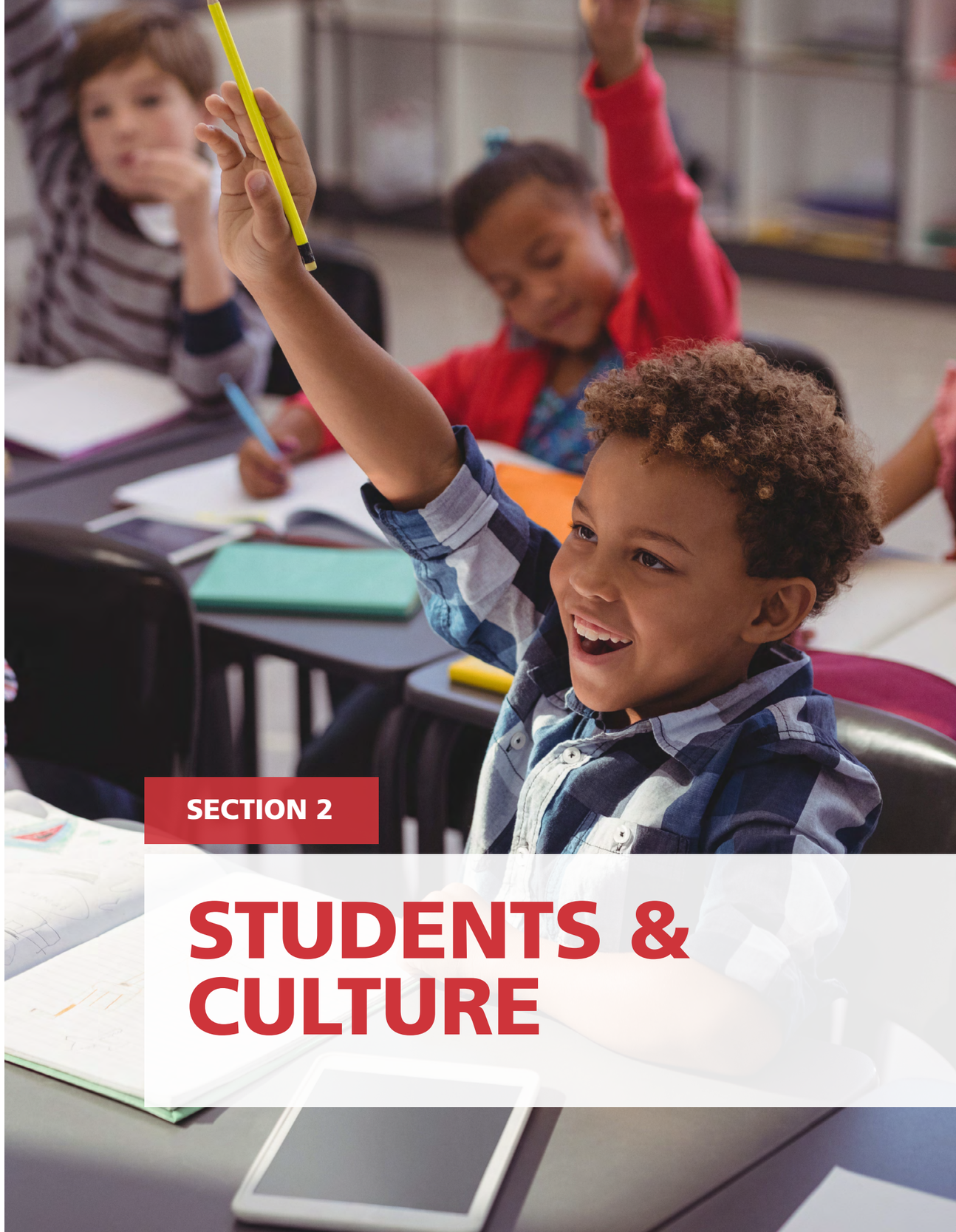
It is advisable to check with School District personnel for advice on this matter as it is important that there be consistency among the schools in the district.

To Do

1. Consult with district personnel regarding working alone provisions.
2. Inform staff at the start of the year about the requirements for working alone and develop procedures as necessary, including procedures for staff members who leave the school for short periods such as picking up supplies.
3. Inform staff members of their responsibility to inform the school Principal if they leave the school during the school day, including their preparation period, and the procedures that need to be followed.
4. Develop procedures for procedures during field trips when a teacher is the sole staff member supervising the students.

Resources

- School District Policy



SECTION 2

STUDENTS & CULTURE

2.1 CREATING INCLUSIVE SCHOOLS

The Principal/ Vice-Principal team in the school is an integral part of creating an inclusive and connected context for our students. There are many excellent resources to assist us in navigating our jobs. The issue is being able to organize them for easy access when required. Ministry documents are always a good starting point and we advise bookmarking them on your computer. District documents have similarities but frequently have different procedures and/ or deadline dates so be sure you also have access to those pertinent documents.

- Kindergarten to Grade 12 Information for Parents and Students
- International Education Information for Parents and Students
- Diversity in B.C. Schools – A Framework
- Diverse Student Needs

Curriculum and Resources Designed to create more inclusive learning environments:

Indigenous Education

- Learning First Peoples Classroom Resources – First Nations Education Steering Committee (FNESC)
- Indigenous Education – BC MOE

Mental Health Awareness –

- Kelty Mental Health Resource Centre
- Students' Mental Health Resources
- Sexual Orientation and Gender Identity (SOGI)
- SOGI 3 Curriculum Resources – B.C.

ACCESS TO GRADE 10-12 DISTRIBUTED LEARNING COURSES

Schools must not in any way act to prevent students from enrolling in distributed learning courses through means, such as the following:

- Requiring a minimal number of courses within the student's schedule (see Form 1701 Instructions for exceptions).
- Providing inaccurate information relating to credentials, provincial examinations transcript eligibility, or other processes.
- Refusing to cooperate with other schools offering distributed learning instruction.

Source - MOE Distributed Learning

ALTERNATE EDUCATION PROGRAMS

Alternate education programs are deemed Type Three facilities. These programs focus on the educational, social and emotional issues for students whose needs are not being met in a traditional school program (they have exhausted all resources). These education programs provide support to students through differentiated instruction, specialized program delivery and enhanced counselling services based on students' needs above and beyond what the traditional school program provides.

To Do

1. Review **K-12 Regular Enrolment Audit Program** criteria each year (updated annually, Alt Ed is embedded near the middle of this document).

Before September 30th:

2. Ensure each student has undergone an **intake process** which is consistent with the process established by the school (to facilitate district referrals or self-referral).
3. Ensure each student has an **annually reviewed learning plan**: an official IEP (for special needs designated students) or a current student learning plan created by the school that clearly defines: a) objectives for the student, b) what additional services are/will be provided, c) measurement of student progress, and d) any proposed transition plan.
4. Students have been provided with a **planned exit** approach from the Alternate School into either another educational program, to graduation, to a post-secondary program, or into the workforce.
5. Students have or will be provided with the required **additional services** noted on the IEP or SLP – including verification of when the services will or were provided, and by whom.
6. For each student, there is evidence of an **educational program** which includes differentiated instruction, specialized program delivery and enhanced counselling services (i.e. youth workers, drug and alcohol counsellors and/or sessions, etc.).
7. Each student's program focuses on the educational, social and emotional issues that cannot be met in a traditional school program.

Other important notes:

8. These programs often have continuous enrollment.
9. The alternative education program offers support above and beyond what a traditional school can offer (often enhanced counselling services, such as a youth care worker).
10. If a student has a inclusive education designation, the SPED program created for this student needs to be above and beyond what of offered traditionally in the Alt Ed program.
11. If a student self-identifies as being of Indigenous ancestry and they accept Indigenous Education support, the Indigenous Education services or support is also above and beyond what is offered traditionally in the Alt Ed program.

Resources

- School District Policy
- Alternate education program policy
- Compliance program information
- Form 1701: Student Data Collections Completion Instructions for Public Schools
- Ministry policies
- McCreary Centre Society

COMPLIANCE PROGRAM INFORMATION (GENERAL INFORMATION)

The Compliance Program supports the Ministry's efforts to provide accurate funding to boards of education and independent school authorities.

Goals and Objectives

- To provide assurance to the Ministry and School Boards, and independent school authorities that Ministry requirements are being followed
- To promote compliance with Ministry funding directives
- To support the accurate allocation of education funds based on the funding formula

Source - MOE

To Do

1. Review **Enrolment Audit Program** for each program you are responsible for, do this each year as it is updated by the Compliance Branch at the Ministry annually.
2. Ensure your school has a process for ensuring that students and parents/legal guardians (of school-age students) are ordinarily resident in BC. Common practice is to include a copy of the student's care card in their white file.
3. Ensure your school has a process for ensuring that students meet the age requirements. Common practice is to include a copy of the student's birth certificate in their white file.
4. Ensure the school has registration processes.
5. Ensure school has a process for students to self-identify as being of Indigenous Ancestry (First Nations, status and non-status; Métis; and Inuit).
6. Ensure school has a process for students who have self-identified as being of Indigenous ancestry to opt in or out of Indigenous Education Programs and Services at your school(s).

Resources

- School District Policy
- Compliance program policy
- Compliance Program Information (includes links to audit checklists)
- Eligibility of Students for Operating Grant Funding (includes definition of ordinarily resident and examples of documents accepted as proof of residency)
- Form 1701: Student Data Collections Completion Instructions for Public Schools
- Ministry policies

CONTINUING EDUCATION

Adults who have not graduated (non-graduated adults) may take courses leading to the British Columbia Certificate of Graduation (the Dogwood) or leading to the Adult Graduation Diploma (the Adult Dogwood). Adults who have graduated (graduated adults) may take specific courses tuition-free under certain conditions. Students are eligible to enter the Adult Graduation Program at 18 years of age.

To Do

1. Review **Continuing Education (CE) Audit Program** criteria each year (updated annually).
2. Determine the school process for ensuring that students and parents/legal guardians (of school-age students) are ordinarily resident in BC (often a school will request a copy of a BC care card).
3. Determine the school process for determining a student's graduation status.
4. Ensure there is an established intake process.
5. Ensure there is an active policy for the school (10 hours of attendance or 10% course completion).

Reference

- BCSDCEDA, British Columbia School District Continuing Education Directors Association
- Adult Graduation Program policy
- Compliance Program Information (included audit checklists)
- Adult Funding policy
- Form 1701: Student Data Collections Completion Instructions for Public Schools
- Ministry policies

DISTRIBUTED LEARNING PROGRAMS

Distributed learning (DL) provides the flexibility to meet learning needs of many BC students not served through conventional school programs. Schools in rural and urban communities may have difficulty offering a full range of courses and program options to all students, and distributed learning can expand equitable access to education, specifically providing choice for those students who have restricted options. A method of instruction that relies primarily on indirect communication between students and teachers, including internet or other electronic-based delivery, teleconferencing, or correspondence. Defined in Section 1 of the School Act.

To Do

1. Review **Distributed Learning Enrolment Audit Program** criteria each year (updated annually)
2. Ensure that the board has entered into a **Distributed Learning Agreement** with the Ministry.
3. Ensure students have undergone an **intake process** which is consistent with the process established by the school.
4. Determine your school process for ensuring that students and parents/legal guardians (of school-age students) are ordinarily resident in B.C.

Other important notes:

1. Distributed learning programs have continuous enrollment. Meaning that students can enroll in a DL program anytime throughout the school year.
2. Distributed learning programs have four funding windows throughout the year. K to 12 courses can be claimed in September, February and May, and any out of district Grade 8 and 9 cross-enrolled courses are funded in July. Note that the funding for K to 9 full-time students is 100% for September, 50% for February and then 33% in May.
3. You should become aware of how your DL school is funded and have a budget conversation with your secretary/treasurer prior to the start of the school year. Some schools get 100% of their DL funding and other get a percentage of it. You will also need to understand how staffing is allocated to your programs.
4. If a student/parent/guardian is not a resident in BC, they may be required to pay international student fees. Refer to the district policy.

Resources

- School District Policy
- BCDLAA, BC Distributed Learning Administrator's Association
- Distributed Learning Program policy
- Compliance Program Information
- Form 1701: Student Data Collections Completion Instructions for Public Schools
- Ministry policies
- Access to Grade 10-12 distributed learning courses

Schools must not in any way act to prevent students from enrolling in distributed learning courses through means, such as the following:

- Requiring a minimal number of courses within the student's schedule (see Form 1701 Instructions for exceptions)
- Providing inaccurate information relating to credentials, provincial examinations transcript eligibility, or other processes
- Refusing to cooperate with other schools offering distributed learning instruction

Source - MOE Distributed Learning

- Audit Preparedness / Ensuring Best Practices in Place
- Awareness of Ministry requirements
- Awareness of District requirements
- K-12 Data Collections

INCLUSIVE EDUCATION

Students with Ministry designations require particular care and attention. Many students have complex needs that require specific medical, educational and therapeutic interventions. The provincial funding necessitates compliance with specific procedures, paperwork and interventions. District requirements are specific to each School District and timelines are rigid.

You will have to have to define / or have clarity about:

- Service Delivery Model
- School-Based Team
- Roles and Responsibilities of teachers, counsellors, resource teachers, district staff, education assistants / student support workers, parents and students
- Individual Education Planning (IEP)
  - The Individual Education Plan Order (M638/95) requires that an IEP is designed for every student with special needs. The order goes on to outline the criteria for who IEP are needed and the requirements for review and consultation. Meaningful consultation with parents about programming is a requirement in the IEP process. Students are entitled to receive specialized programming if it is required to access the curriculum.

Inclusive education SERVICES A Manual of Policies, Procedures and Guidelines

This resource provides a single point of reference regarding legislation, Ministry policy and guidelines to assist School Boards in developing programs and services that enable students with special needs to meet the goals of education. The manual also contains procedural information to assist in accessing programs and services provided at the provincial level. It is intended primarily for the use of Principals, school-based teams and inclusive educational professionals, but may also prove of interest to other professionals within the education, social service or health care communities, to parents and to members of the public at large.

Resources

- A Guide to Acronyms in B.C. – This list of acronyms was developed by a partnership between Autism Kamloops, the Provincial Outreach Program for Autism and Related Disorders, Autism Community Training (ACT) and the Kootenay Boundary Autism Society. This collaborative effort is aimed at lessening the confusion for parents who have to deal with so many initials when securing services or treatment for their child with special needs.
- B.C. CASE Site (British Columbia Council of Administrators of Inclusive education) – BC CASE is a professional organization dedicated to improving the educational success for all children. It liaises with the Ministry of Education and various provincial agencies/ organizations, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain resources necessary for effective professional practice. You can pay for a full membership to access information for free.
- POPARD (Provincial Outreach Program for Autism and Related Disorders) – POPARD provides consultation, training and support services to all public and independent schools across the province of British Columbia with a primary focus on increasing the capacity of School District staff to support students with autism spectrum disorder (ASD).
- Roles and Responsibilities of Teachers and Teacher Assistants /Education Assistants

KINDERGARTEN TO GRADE 12 DATA COLLECTION / AUDITS

The British Columbia Ministry of Education regularly performs audits of submitted information to ensure accuracy of reporting procedures. Compliance ensures that appropriate funding and best practices are in place.

You must be aware of the following:

- 1701 Data Collection
- District cut-off dates and Ministry Deadlines

2.2 STUDENT HEALTH & SAFETY

ACCIDENTS & INJURIES

Student safety is always of paramount consideration. All staff should know how to report student injuries and, if necessary, call for emergency medical attention.

Educators are required by the B.C. Schools Protection Program of the Risk Management Branch of the Ministry of Finance to promptly report any event or incident that may give rise to a claim. This includes:

- Injuries to students and workers
- Property Damage To Others
- Formal Notice of Legal Action – Writ of Summons, Notice of Small Claim (Small Claims Court) and Human Rights complaints
- Any incident involving loss or damage in excess of three thousand dollars and all losses due to a crime, theft, burglary, or arson regardless of the loss value.
- Employee and student dishonesty, money and securities losses

To report to the Schools Protection Branch, one can:

- Report directly online via the SPP website
- Call SPP directly (recommended for emergency or incidents of a serious nature)
- Fax or mail a completed SPP Incident Form to SPP

See the sections on Site Health and Safety for more information on worker injury.

To Do

1. Include information and protocols in the staff handbook or in a 'crisis' or 'emergency procedures' handbook as per board policy.
2. Include instructions on which staff member(s) to contact for first aid and on emergency numbers (911).
3. At start of year inform and/or train staff as per board policy.
4. Consider making the school secretary the person to be the contact for this report as well as WCB claims and other Health and Safety paperwork.

Resources

- COVID-19 and BC Schools
- School District Policy
- School Protection Program
- Online incident reporting

ADMINISTRATION OF MEDICATION

District policy may have implications for the school's responsibility to store children's medications and make it available to students. Clarify practices such as giving out aspirin and other pain medication. This is likely to be prohibited.

To Do

1. Review district policy on administration of medication.
2. Review school practice on the storage of medications (see anaphylaxis policy for information on the storage of epinephrine injectors; request public health nurse to come and demonstrate with staff).
3. Include information on medications in the staff handbook and review at the start of the year.
4. Review files to determine students to which these policies apply.
5. Arrange for certification or training, if necessary, for staff who have the responsibility to administer medication.
6. Consult with the local health authority (most likely through the public health nurse) for information.

Resources

- School District Policy
- Public health nurse/local health authority

ANAPHYLAXIS

The Anaphylaxis Protection Order (M232/07) requires that all boards have policy and procedures that conform to the "Anaphylaxis Protection Framework". The framework is quite specific and requires that the board have the following procedures to:

- identify and record the names of students with anaphylaxis,
- obtain and review emergency procedure plans for each of those students,
- educate parents on and encourage the use of Medic Alert identification,
- store and administer medication,
- monitor and report anaphylactic incidents,
- promote allergy awareness and prevention and awareness strategies, and
- train staff in anaphylaxis and the administration of medication. See the section "Medical Alert".

To Do

1. Outline local board policy, along with relevant protocols in the staff handbook.
2. Identify students with anaphylactic conditions.
3. Record information relating allergies of anaphylactic students on the Permanent Student Record and attach the emergency procedure plan.
4. Review the emergency procedure plan for each anaphylactic student annually.
5. Educate parents to encourage the use of Medic-alert identification.
6. Review procedures for storing and administering medication including preauthorization for employees to administer medication.
7. Review procedures permitting employees to administer medication in the absence of preauthorization.
8. Review the process for monitoring and reporting anaphylactic incidents.
9. Schedule allergy awareness and prevention and avoidance strategies.
10. Schedule anaphylaxis training in accordance with board policy.
11. Consider similar procedures for any staff member identified as anaphylactic.

Resources

- *Anaphylaxis Protection Order* (M232/07)
- School District Policy
- Public Health Nurse

CHILD ABUSE

Child abuse is defined quite broadly and includes physical and sexual abuse, as well as other types of abuse such as emotional abuse. The Child, Family and Community Service Act is specific on the duty of any individual, who suspects abuse, to report and not delegate that reporting to others. School Districts have a policy on notifying board office personnel when a report is made and, often, have different protocols for instances where the abuser is a board employee.

To Do

1. Outline the statutory requirement to report and local board policy, along with relevant protocols and forms in the staff handbook.
2. Inform staff of the requirement to report and of board policy and protocols.

Resources

- *Child, Family and Community Service Act* Sec 14.
- Reporting Child Abuse

COMMUNICABLE DISEASES

Schools are required to report certain communicable diseases or the incidence of diseases in excess of a certain proportion of the population of the school. Refer to your local health authority for the list of reportable communicable diseases and for the proportion of incidence that requires a report.

Fifth disease is a relatively mild viral infection that commonly affects children between 5 and 15 years of age. They almost always recover quickly and without complication. Fifth disease can cause problems for pregnant women. If it comes to your attention that a child in your school has contracted this disease it would be prudent to inform staff in case one is pregnant.

To Do

1. Review district policy on communicable diseases.
2. Include information on communicable diseases in the staff handbook and review at the start of the year.
3. Consult with the local health authority (most likely through the public health nurse) for information on reportable communicable diseases and reportable levels of incidence of disease.

Resources

- School District Policy
- Public health nurse/local health authority

CRITICAL INCIDENTS

Occasionally schools will experience a tragedy – for example, the death of a student or staff member, a serious car accident that affects many students or a violent incident involving an intruder.

These incidents need not take place on the grounds or even during school hours to have a devastating effect. Often when a critical incident occurs, the community turns to the school. Most School Districts have policy and resources and the Ministry has a resource guide on the Safe & Healthy Schools Resources page.

To Do

1. Set up a critical incident response team including counselors and other key staff.
2. Gather district policy and resources for dealing with a critical incident before something happens.
3. Keep a list of district personnel to contact for assistance – particularly for grief counseling services and communications with the media.
4. Set up support systems for staff, students and the school community. This may include extra counsellors, a designated set-up area, extra TTOCs, and attentiveness to staff and students who may be affected by the incident before, during or even after.
5. Establish the timing, frequency and message that would be communicated to school staff, students, and parents.
6. Establish and maintain accurate phone tree for staff.

Resources

- School District Policy
- Safe & Healthy Schools

FIELD TRIPS – INCLUDING ATHLETIC EVENTS

Whenever students are taken off the school premises for a school event, field trip policies and procedures must be followed. This includes, for example, a Foods teacher taking two students shopping.

Field trips entail varying levels of risk and School District policies often establish different procedures and approval processes depending on the duration and location of the field trip and the activities in which the students will be involved. Failure to adhere to field trip policies and procedures attracts significant liability for the board, the Principal, and the teacher, and may result in the cancellation of the event.

Field trips may involve situations where teachers are deemed to be 'working alone'. These situations may entail additional requirements. See the section on "Working Alone".

Athletic events away from the school are considered field trips. Coaches must have specific permission from parents or guardians for every event. It may be sufficient to have parents sign off a schedule of dates provided that the location, duration, and specific activities are specified in sufficient detail. Any additional events apart from the published events such as tournaments or exhibition and playoff games require their own forms and approvals.

See the section on volunteers and volunteer drivers.

To Do

1. Include School District field trip policies and forms in the staff handbook.
2. Inform staff of field trip requirements at the start of the year.
3. You may wish to keep paper copies of field trip forms in a central location or indicate where they are posted on the school website or district website.
4. Review district recommendations for supervision ratios on types of field trips, such as: overnight, high-risk, day trips or low-risk.
5. In secondary schools the issue of student drivers arises. Given the conditions of graduated licensing and driver inexperience you may wish not to allow student drivers. In any case consider a separate procedure for student volunteer drivers that includes permission from the parents of both the driver and the passengers – including a process whereby the parents of both the driver and passengers know exactly who is in the car.
6. In schools enrolling primary students, Principals may need to ensure that parents transporting young children use proper car seats and relevant documentation is completed.
7. In schools where teachers are transporting students, Principals may need to ensure relevant documentation is completed.

Resources

- School District Policy

HEAD LICE

Head lice has been an issue in most schools at one time or another and students with this problem and their families need to be dealt with sensitively. Districts will have policy on head lice and the local health authority is also a resource. The school PAC is also sometimes involved in helping with communication during an outbreak.

To Do

1. Check district policy on head lice.
2. Discuss strategies with the public health nurse during his or her visit.
3. Especially in elementary schools, you may have a template letter available in your 'toolbox'.

Resources

- School District Policy
- Local health unit
- Sneezes and Diseases

MEDICAL ALERT

Schools enroll students with health conditions. It is important that staff are aware of any students who are medically fragile.

See the section "Anaphylaxis" and "Communicable Diseases".

To Do

1. Consult with the community health nurse and ask him or her to review and maintain the medical alert records.
2. Review "medical alert lists" with staff at the beginning of

the year. Ensure information is kept confidential.

3. Indicate in the staff handbook where the list of medical alert students is located.
4. Post pictures or other information as necessary.

Resources

- School District Policy
- Community health nurse

- British Columbia Ministry of Education – Physical Restraints and Seclusion in School Settings

PUBLIC HEALTH SERVICES

The Support Services for Schools Order (M191/89) requires that the board:

- Equip and maintain a room that can be used as a medical room in each school.
- Make the room available to the community health nurse assigned to the school during scheduled and special visits.

The local health unit and community health nurses are often among the biggest supporters of public schools and are willing to help the school by providing health information to individuals and classes. They also perform vaccinations yearly in schools.

To Do

1. Establish a medical room and ensure that it is adequately supplied including a first aid kit appropriate to the school – consult with your first aid attendant and WBC regulations/ recommendations.
2. Contact the community health nurse and invite him or her for a visit. At that time you may discuss "medical alert" files (page 41), scheduling vaccinations, reporting communicable diseases and any protocols regarding health issues including objections to vaccinations (especially HPV), consent forms, and the right for students to consent in the absence of parental permission.
3. Be aware of inoculation schedules.

Resources

- School District Policy / Community health nurse/ Local health unit
- Support Services for Schools Order (M191/89)

STUDENT HEALTH SERVICES

The *Support Services for Schools Order* (M191/89) requires that the board:

- Provide speech and language pathology services to students who require them;
- Refer students for medical assessments if their conditions interfere with attaining the goals of education; and
- Ensure that staff are adequately trained to carry our complex health services (such as feeding tubes) for specific students.

To Do

1. Review lists of students who require health services and work with district staff to ensure that students who require speech and language and other specialized services are properly referred.
2. Inform staff of their duty to refer students if their health conditions warrant and include this information in the staff handbook.
3. Ensure that any student who requires a specialized health service has a staff member trained to perform that service. This may include reviewing these requirements at the end of the year and planning adequate staffing and training prior to the beginning of the school year.
4. See "Communicable Diseases".
5. See "Administration of Medication".

Resources

- District staff
- School District Policy
- *Support Services for Schools Order* (M191/89)

STUDENT SUPERVISION

Principals are responsible for the safety of students at all school events both on and off the grounds. For off-site events, consult district policy on Field Trips.

Students are supervised during instructional hours, for the most part, by classroom teachers and teachers' assistants. Before and after school, at recess, and at lunch students may require supervision by others.

To Do

1. Assess supervision requirements for before and after school and at lunch and recess. Consider special events such as assemblies, fun runs, sports days and concerts.
2. Consider district guidelines and contractual agreements on supervision ratios and hours of supervision.
3. Inform teachers of the supervision schedules at the beginning of the year.
4. Assess supervision and schedule set-up of Education Assistance. This may included establishing hours and performance appraisals.
5. Publish weekly or monthly schedules.
6. Check district policy and relevant paperwork including the need for criminal record checks regarding the advisability of using parents and other adult volunteers for supervision.
7. Check district guidelines for other non-teaching supervisory personnel such as noon supervisors, crossing guards, etc.

SUICIDE PREVENTION PROTOCOLS

Some School Districts may have specific policies and/or training for staff for suicide ideation and protocols for dealing with students who exhibit suicidal behaviour

To Do

1. Include local board policy and protocols in the staff handbook or in a "crisis" or "emergency preparation" handbook as per board policy.
2. At start of year inform and/or train staff as per board policy. This may include other policies such as SOGI (Sexual Orientation and Gender Identity) and health and safety protocols as outlined in each district.

Resources

- School Board policy

VIOLENCE THREAT RISK ASSESSMENT (VTRA)

Student safety is paramount. Children have a right to feel safe when coming to school. This can only be realized through fostering a safe and caring school community. Preventative measures and intervention strategies need to be in place as guided by the Safe and Caring School Communities policy .

To Do

1. Outline the school's Code of Conducts and other strategies to commit to an inclusive environment with staff and students at the beginning of the year.
2. Check board policies and documentation on VTRA.
3. Establish the composition of your threat assessment team at the beginning of the year. This may include a Principal, counsellor, School Liaison Officer, clinician, district key staff.
4. Some districts may organize ERASE or other bullying prevention workshops for Threat Assessment team members and/or counsellors.

Resources

- School Board policy
- Safe and Caring School Communities policy
- Safer Schools Together

WORK EXPERIENCE

Students over the age of 14 years who are sent on school-arranged work experiences are covered under WorkSafe through the *Workers' Compensation Coverage Order.*

Before the board arranges a work experience placement it must establish guidelines respecting the conduct, supervision, evaluation and participation in the work experience.

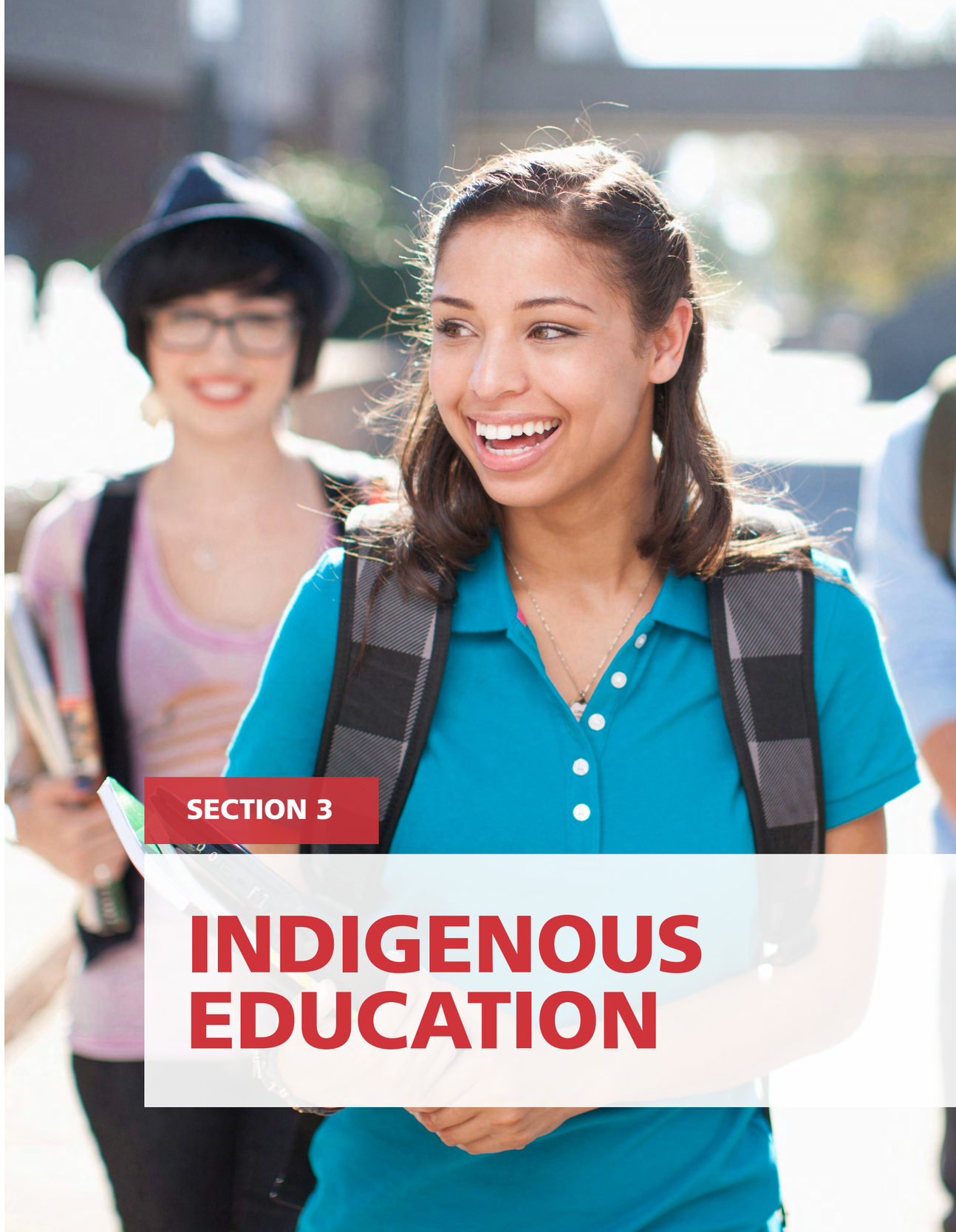
The board must also:

- Ensure that the students is 14 years of age or older;
- Ensure that the student is covered by WCB;
- File a written agreement setting out the terms of the placement and that is completed by the employer, the student and parent, and the board; and
- Ensure the agreement includes the dates and times that the student will be participating, the name of the employer and the location of the worksite.

The board may recognize a student's current or past paid employment as work experience for Career and Personal Planning as long as the experience supports the career, educational, and personal objectives of the student and provides coverage under the WCB Act as confirmed in writing by the employer. Paid work can fulfill Grad Transitions provided that the student satisfies the board that the employment is or was covered under the WCB Act as confirmed in writing by the employer.

Resources

- School Board policy
- *Workers' Compensation Coverage Order* (OIC 406/08)
- *Work Experience Ministerial Order* 237/11 (M033/09)
- *School Regulation* (BC Reg 265/89)
- *Special Needs Order* (M 150/98)
- *Student Progress Report Order* (M191/94)



SECTION 3

INDIGENOUS EDUCATION

INDIGENOUS UNDERSTANDINGS RUBRIC

Indigenous Understandings Learning Progression – Nanaimo Ladysmith Public Schools

Provided by Lauren Tait (Assistant Superintendent – SD68 Nanaimo Ladysmith Public Schools)

	MOVING TOWARDS THE WATER	BOARDING THE CANOE	RAISING YOUR PADDLE	JOURNEY INTO DEEPER WATERS
	Awareness	**Developing**	**Acquiring**	**Action/Advocacy**
	implies a sense of 'need to know'	implies a willingness to address one's own knowledge and beliefs	implies a demonstration of understanding and respect	implies a demonstration of deep understanding, respect and commitment to advocacy
Beliefs and Attitudes towards Canada's Indigenous Peoples	• Recognizes that knowledge may need to be enhanced • Aware that issues exist around Indigenous Peoples • Recognizes one's own beliefs and biases • Recognize the existence of bias & privilege	• Demonstrates a willingness to enhance one's knowledge • May bring an informed perspective to current issues • Recognizes one's own beliefs and biases and their impact • Recognizes the existence of bias & privilege	• Demonstrates a responsibility to enhance one's knowledge and understanding • Possesses an intention to bring an informed and critical perspective to current issues and acts upon those intentions • Demonstrates respect for Indigenous people	• Provides leadership to enhance others' knowledge and understanding • Seeks out opportunities to act on the injustices toward Indigenous people
Knowledge and Understanding of Canada's Indigenous Peoples and History on local, regional and national levels	Demonstrates awareness of: • Local Indigenous peoples and territories • Indigenous languages and cultures • Indigenous Knowledge • Canadian history as it pertains to Indigenous people	Demonstrates knowledge of: • Local Indigenous peoples and territories • Indigenous languages and cultures • Indigenous Knowledge and Worldviews • History and the impact of colonization • The impact of the Indian Act on present day Indigenous people • The contributions of Indigenous people to contemporary society	Demonstrates understanding of: • Local Indigenous peoples and territories • Indigenous languages and cultures • Indigenous Knowledge and Worldviews • History and the impact of colonization • The impact of the Indian Act on present day Indigenous people • The contributions of Indigenous people to contemporary society	• Recognizes the influence of the dominant culture, while striving to foster an Indigenous Worldview • Demonstrates in practices, a knowledge and respect for Indigenous Pedagogy

Laura Tait, Nanaimo Ladysmith Public Schools 2011, 2012, 2017

ACKNOWLEDGING TRADITIONAL TERRITORY

Adapted by Bruce Carlos, District Principal, Indigenous Education Services, SD71 (Comox Valley) from document created by Laura Tait (SD68 - Nanaimo)

Important Protocols to Consider (for school located in SD71)

- Acknowledging territory is a way of honouring and showing respect for a group of people who have been living and working on this land from time immemorial.
- The only people who would **Welcome to the Territory** are the First Nations people who are traditionally or originally from the land (locally, Komoks First Nation). Note: The majority of School District 71 personnel likely would acknowledge territory.
- **Acknowledging territory** is performed at any important function such as a school assembly, awards night, graduation, a celebration including Indigenous communities etc. It can also be performed before an important meeting or presentation.
- The host is the person who would acknowledge territory; you would usually not ask a guest to acknowledge territory as it is not his/her function/event. It is not necessary to have an Indigenous person acknowledge territory.
- Acknowledgement/Welcome is usually the first item on the agenda. If you forget, you can always acknowledge/welcome in the next opportunity during the function/event.
- For larger events it is respectful to have a member of the local First Nation, preferably an Elder, perform a welcome if possible. This would require an honorarium to be given to this person, to acknowledge his or her knowledge and respect within the community.
- These protocols would generally be the same between First Nations in Canada. If you are travelling to speak and work with people seek out the name of the traditional territory you will be on (keep in mind, a First Nations member should not be asked to provide a welcome on a territory they are not from).

Potential script to be used:

Gila'kasla (Insert your own Indigenous greeting)

We would like to first acknowledge the traditional territory of the _____ people and extend our appreciation for the opportunity to live, learn and play on this beautiful territory.

Acknowledging the territory shows recognition of and respect for the Indigenous people who live and have lived on this land.

Recognition and respect are essential elements of establishing healthy reciprocal relationships. These relationships are key to reconciliation, a process to which School District_____ is committed.

EMBEDDING INDIGENOUS EDUCATION IN YOUR SCHOOL

Short Course Rubric

Provided by Jason Cobey (Principal - SD71 Comox Valley) and Juanita Coltman (Principal – SD36 Surrey)

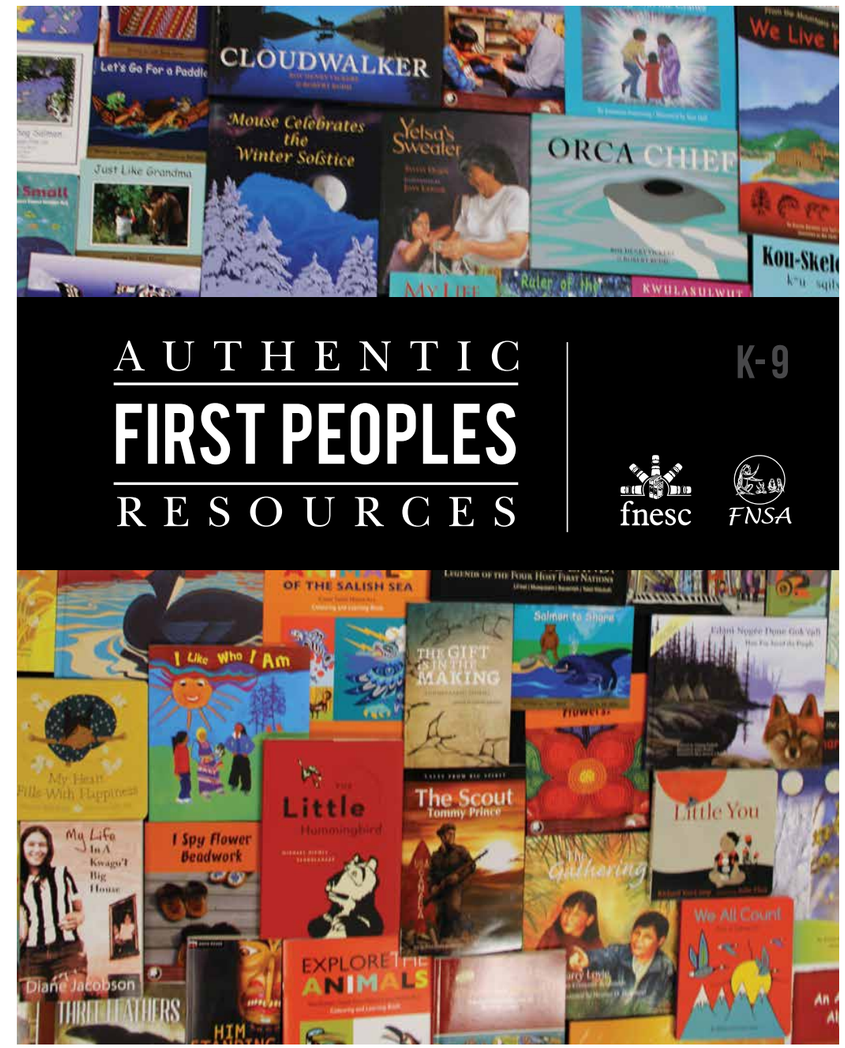
	MOVING TOWARD THE WATER	BOARDING THE CANOE	RAISING YOUR PADDLE	JOURNEY INTO DEEPER WATER
COMMUNICATIONS Convey knowledge between school and stakeholders.	• Basic awareness and understanding of Indigenous people of Canada • Know local protocols and structure • Agreement with Administration team on involving more communication • Establish communication framework • Acknowledge territory on website and parent newsletters	• Build trust • Create safe environment • Model communication framework • Provide opportunity to share • Promote local Indigenous events in school newsletters, website, and bulletin boards • Post school items on local Indigenous bulletin boards	• Initiate communication • Share the learning with the larger community • Personal connections (phone calls vs. emails) to parents and/or community members • Invite elders and/ or band education coordinators to have conversations • School submissions in local Indigenous correspondence	• Consistent clear lines of communication • Reciprocal communication • Regular (i.e. monthly) interactions • Indigenous parents and/or community input on education • Personal invitations to parents and/or community members • Announce school events at community gatherings • Indigenous content in newsletters
MEETINGS Share information, collaboration, build knowledge and/or gather feedback.	• Know why we recognize traditional territory • Know the difference between welcome vs. acknowledge traditional territory • Know honorarium procedures • Acknowledge territory at assemblies and events	• Structure of meeting space (i.e. circle formation) • Attempting to use talking piece (stick or feather) to ensure everyone has an opportunity to speak and share • Encourage Indigenous parents to invite an Indigenous advocate to school meetings (IEP, Discipline, Suspension, etc.)	• Encouraging Indigenous parents to participate in the PAC • Asking the local Indigenous community to host PAC meeting(s) • Arranging school related meetings (parent/teacher, IEP, suspension hearings, etc.) in Indigenous community(ies) • Consistent integration of traditional circle and talking piece at meetings	• Monthly Indigenous Education updates at staff meetings • Indigenous parents to actively participate in the PAC and attend school-related meetings in schools • Integrations of *First Peoples Principles of Learning* as a lens for decision-making

	MOVING TOWARD THE WATER	BOARDING THE CANOE	RAISING YOUR PADDLE	JOURNEY INTO DEEPER WATER
SCHOOL IMPROVEMENT Development of a strategic plan to improve student achievement.	• Collect and look at school, district, Ministry, and community data • Disaggregate data: o Indigenous vs. Non-Indigenous o Indigenous males and females o Indigenous on-reserve and off-reserve o Indigenous graduation prepared and university prepared • Identify longitudinal trends	• Triangulate three sources of related data to fully comprehend of Indigenous students' needs • Create an Indigenous rubric for improvement • Individually track Indigenous students (especially for small cohort numbers)	• Track cohorts of Indigenous students (track a group of students as they move from grade to grade) • Implement Indigenous assessment tools to gather data (i.e. Indigenous reading assessment) • Establish Indigenous goal based on data analysis • Target interventions for Indigenous students	• Develop effective strategies in partnership with Indigenous community • Set high expectations for Indigenous students
CONNECTIONS Enhancing sense of belonging in classroom and school.	• Little evidence of a sense of belonging in class and school • No Indigenous presence in building • No space for Indigenous students • Few mentions of Indigenous culture or identity in school • Pull out Indigenous student support • Acknowledge traditional territory	• Occasional mention of Indigenous Education at meetings and assemblies • Some evidence of Indigenous presence in building, library and classrooms • Space for Indigenous students, projects, information, etc. • Indigenous Day celebration and/or Orange Shirt Day • Indigenous greeting (in the local language) • First Nations studies class	• Regular mention of Indigenous Education at meetings and assemblies • An Indigenous Education room is available for students and Indigenous service providers • Indigenous presence is evident in building, classrooms and library • Challenge negative stereotypes and cultural barriers for Indigenous students • Make connections to community • Learn traditional songs and dances	All students have a deep sense of belonging in class and school • Indigenous culture is central, key and regular part of all class and school activities • Indigenous celebrations throughout the school year • Indigenous signage (in local language) throughout the building • Indigenous content and pedagogy fully integrated into the K-12 curriculum

	MOVING TOWARD THE WATER	BOARDING THE CANOE	RAISING YOUR PADDLE	JOURNEY INTO DEEPER WATER
POLICIES AND GOVERNANCE Major decisions and actions designed to determine activities in your building.	• Be aware of contracts (i.e. Enhancement Agreements, Protocol Agreements, Local Education Agreements, etc.) • Know District Indigenous contact person • Understand Indigenous values	• Communicate and share Indigenous agreements • Take steps towards learning and implementing the Enhancement Agreement goals • Ensure Indigenous question(s) are included in the interview process • Integrate special program hiring exemptions for Indigenous people hired in Indigenous roles • Develop a shared vision, mission, values and goals with Indigenous parents involved	• Collect data for Enhancement Agreement • Restorative practices integrated in the Code of Conduct • Invite Indigenous representatives onto the selection committee • Integrate hiring exemptions for hiring and retaining Indigenous teachers and support staff • Shared vision, mission, values and goals shared with Indigenous community	• Collective ownership of Enhancement Agreement • Implement employment equity (preference given to Indigenous applicants) for all positions until parity to number of Indigenous students in the District • Equity of access and outcomes for Indigenous students • Ensure the school works in partnership with Indigenous parents and the community to improve student success

BCPVPA INDIGENOUS COMMITTEE'S INDIGENOUS RESOURCES

Visit this resource.



CANADA'S INDIAN ACT

Quick Facts About the Indian Act

- Membership in an Indian Band was based on registration in the Indian Register (this is where the definition of status & non-status Indian became prominent).
- Indian peoples could not vote in elections or sit on juries unless they became enfranchised.
- An Indian became enfranchised by signing away their status, joining the military, or going to a post- secondary institution.
- The Indian Act banned Indigenous ceremonies such as the Potlatch and the Sundance.
- Possession of liquor was punished severely and loitering in pool halls was forbidden.
- Indian children were removed from their homes and sent to Residential Schools.

Key Words to Understand the Indian Act

Paternalism: the attitude or policy of a government that manages the affairs of a country in the manner of a father, especially in usurping individual responsibility and the liberty of choice

Alienation: the transfer of property, as by conveyance or will, into the ownership of another

Assimilation: the process whereby a minority group gradually adopts the customs and attitudes of the prevailing culture

Indian Agent: the Federal government's representative on a Reserve

Reserve: land set aside by the government for the exclusive use of a First Nation

Enfranchisement: the process where a First Nations person has their Status under the Indian Act removed

Amendment: the process of formally altering or adding to a document or record

Status/Non-Status First Nation: a 'Status' First Nation is someone who has rights and privileges under the Indian Act while a non-Status First Nation is someone who does not share the rights and privileges of a First Nations person

Band: the Indian Act's term for each First Nation group

Self-government: a community's right to make decisions about matters internal to the community

Indian Register: a complete listing of all First Nations people with Status under the Indian Act

Q & A

1. What is the Indian Act?
One of the aims of the Indian Act was to assimilate First Nations people into mainstream Canadian society.

2. Why did the government pass this Act?
This legal document was written to consolidate previous colonial laws and proclamations by the British crown. The purpose of this Act was to administer Indians and the land set aside for Indian use as well as freeing up large tracts of Indian land for Euro-immigrant encroachment.

3. What did the Indian Act do?
It segregates a large segment of Canadian Society. It removes much of the traditional territory of the original inhabitants of British North America (later known as Canada). It gives the Minister of Indian and Northern Affairs (later known as Indigenous and Northern Affairs) and their agents a degree of control over the lives of Indian Peoples that is not found anywhere else.

4. How does this Act impact Indigenous people?
Under the Indian Act, First Nations saw control of their lives, land, and livelihood taken away and put into the hands of government officials. The Indian Act does confer special rights to Indian peoples (First Nations on-reserve do not pay property tax) but the Indian Act was also used to limit basic rights (Indian ceremonies were banned and freedom of mobility was severely limited).

Indian Act Timeline

1876 The Indian Act was created.

1885 Amended to prohibit First Nation gatherings and bans traditional ceremonies.

1899 Amended to allow for the involuntary enfranchisement of First Nations people who attend university.

1920s Amended to allow for compulsory enfranchisement and to prohibit political activities by First Nations people.

1939 Inuit people are governed under the Indian Act.

1951 Major Indian Act revision excludes Inuit people and drops many restrictions on First Nation peoples.

1960 Enfranchisement of Indigenous women who marry non-Indigenous men.

1973 Supreme Court rules that parts of the Indian Act are discriminatory against First Nation women who marry non-Status men.

1985 Bill C-31 removes sanctions against First Nation women who marry non-Status men (government institutes the two generation clause).

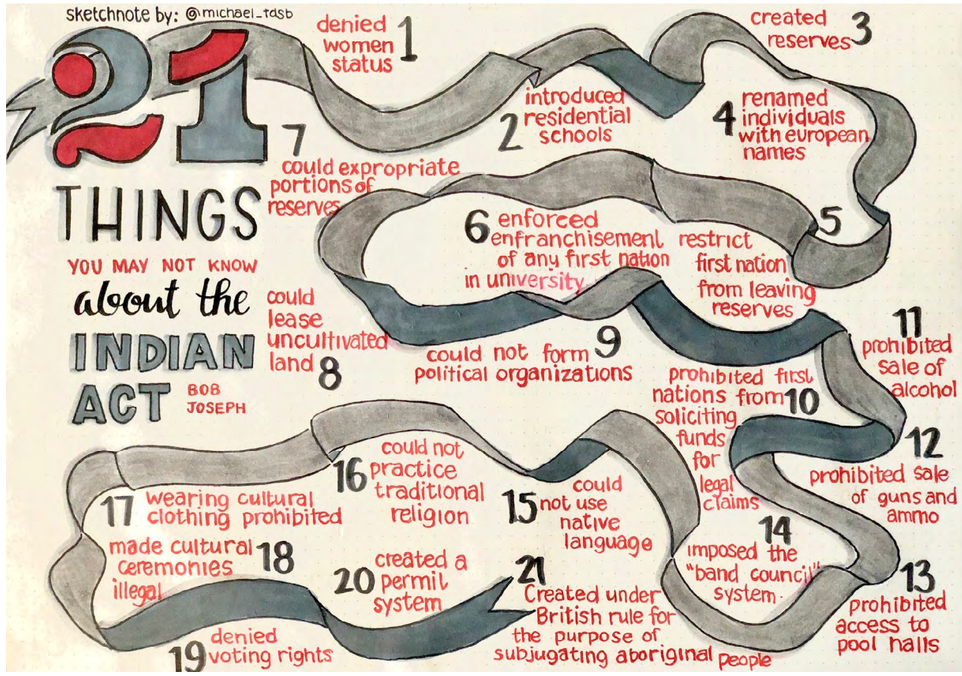
1999 Supreme Court rules that portions of Indian Act that deny voting privileges to First Nation people living off-reserve are discriminatory.

21 Things You May Not Have Known About The Indian Act

1. It denied women status.
2. It introduced residential schools.
3. It created reserves.
4. It renamed individuals with European names.
5. It restricted First Nations from leaving the reserve without permission from Indian Agent.
6. It enforced enfranchisement of any First Nation admitted to university.
7. It could expropriate portions of reserves for roads, railways and other public works, as well as to move an entire reserve away from a municipality if it was deemed expedient.
8. It could lease out uncultivated reserve lands to non-First Nations if the new leaseholder would use it for farming or pasture.
9. It forbade First Nations from forming political organizations.
10. It prohibited anyone, First Nation or non-First Nation, from soliciting funds for First Nation legal claims without special license from the Superintendent General. This 1927 amendment granted the government control over the ability of First Nations to pursue land claims.
11. It prohibited the sale of alcohol to First Nations.
12. It prohibited sale of ammunition to First Nations.
13. It prohibited pool hall owners from allowing First Nations entrance.
14. It imposed the Band Council system.
15. It forbade First Nations from speaking their native language.
16. It forbade First Nations from practicing their traditional religion.
17. It forbade western First Nations from appearing in any public dance, show, exhibition, stampede or pageant wearing traditional regalia.
18. It declared potlatch and other cultural ceremonies illegal.
19. It denied First Nations the right to vote.
20. It created a permit system to control First Nations ability to sell products from farms.

It is a piece of legislation created under the British rule for the purpose of subjugating one race — the Indigenous people.

Graphic provided by Bob Joseph



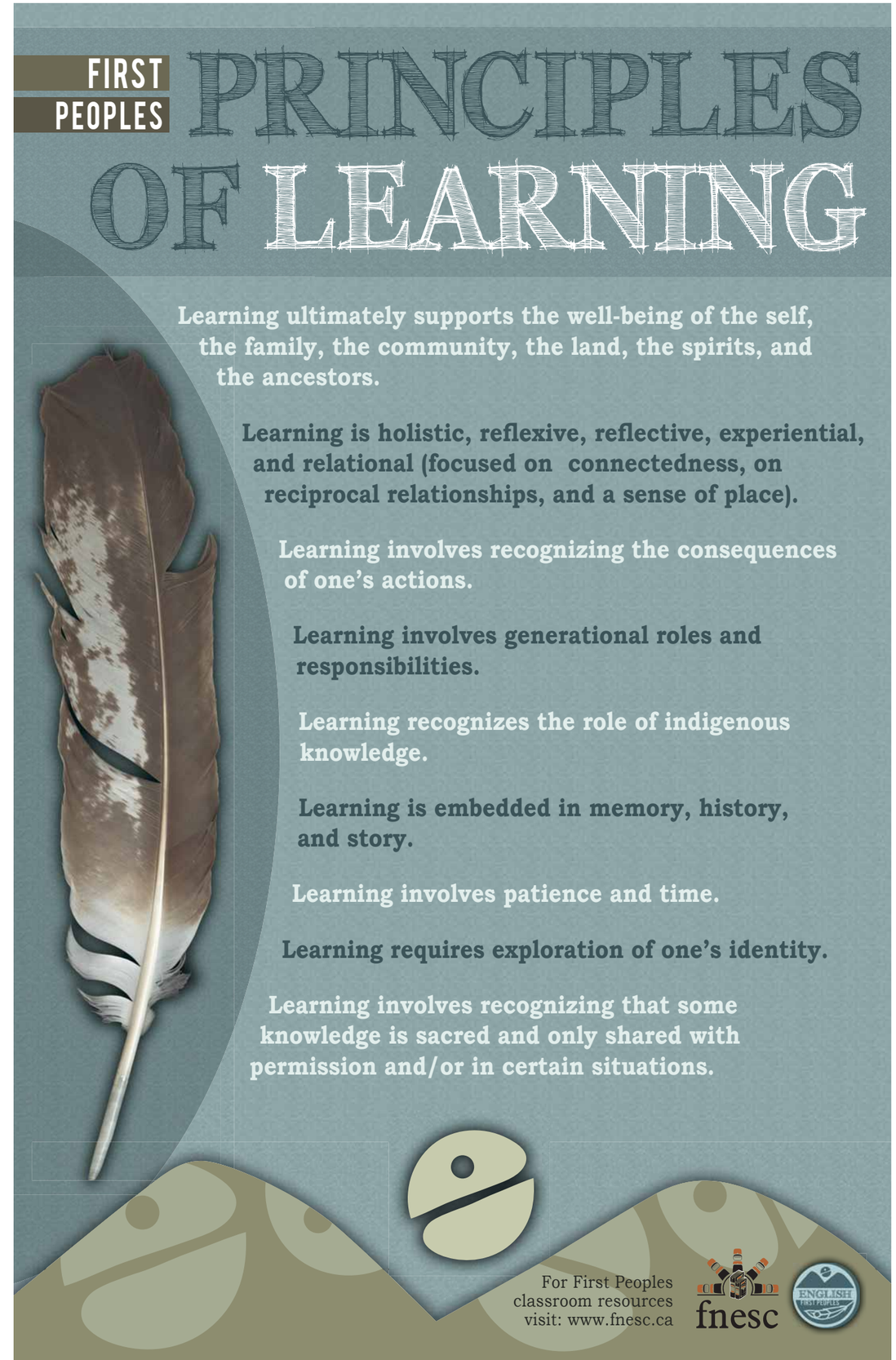
EVERYTHING I NEED TO KNOW ABOUT INDIGENOUS EDUCATION FOR PRINCIPALS/ VICE-PRINCIPALS

Provided by Jason Cobey, Principal, SD71 (Comox Valley)

Below are resources to help Principals and Vice-Principals with Indigenous Education in their specific location. Please note that Indigenous protocols are vastly unique based on geography, band, and urban or rural locations.

- What is the Indian Act and how does it govern how I work with students in my school? See section on the Indian Act.
- What is Truth and Reconciliation? How will it fit into the curriculum of my school? See section on Truth and Reconciliation.
- What is the effect of Residential Schools on my school? How will it fit into the curriculum of my school? See section on Residential Schools.
- Does your district have a District Principal/Vice-Principal of Indigenous Education? Who is it?
- Invite the District Principal to a staff meeting.
- Does your district have an Indigenous Education Committee (IEC)? How many members? Who are the members? Who is the chair? What is their role in your district/school?
- Is there an IEC member on your PAC?
- Invite the IEC to attend a PAC meeting to discuss their role(s) in the district.
- Do you have section on your school website or newsletter for Indigenous Education?
- What traditional territory(ies) is (are) your school/district on?
- Do you have a traditional greeting acknowledging the local territories for staff meetings and assemblies?
- What role does Indigenous Education play in your assemblies?
- Who is (are) the elected Chief(s)/Education Coordinator(s)/ hereditary Chief(s)?
- Invite Chief(s) to attend PAC and SBT.
- Hold PAC meetings on-reserve
- Host parent/teacher interviews in the community
- Have you set quarterly meetings with Education Coordinator(s) to discuss progress off/on the reserve?
- Do you have Indigenous Support Workers in your school? What are their roles? Are they invited to school-based team meetings?
- Do you have a language and culture program in your school?
- Is there an Indigenous presence in the school (e.g. art, totem, school name)?
- Is your language teacher a certified teacher or have a letter of understanding? Are they contracted through your local band(s)?
- Ensure the Indigenous Student Demographics list for 1701 designations is updated.
- Have contact with all Indigenous students' parents agreeing to or not agreeing to support.
- Does the Indigenous Education team in your school have a budget? What are the budget allocations used for? What are protocols for spending monies?
- Are their grant opportunities in your district? Who writes the grants?
- IEP designations – What supports are in place for FSA or provincial exams?
- Does your professional development include Indigenous teachings/learnings?
- Orange Shirt Day (September 30th)

- Indigenous Day (June 21st)
- Indigenous graduation or year-end ceremonies
- Orientation of new Indigenous students (school transitions for elementary to middle or high school)
- Orientation booklet for new Indigenous students
- Do you have a designated space for Indigenous Education Support?
- Do you have monthly meetings with Indigenous support workers to discuss ongoing issues with students?
- How many Indigenous students are participating in extracurricular activities? What are there barriers to participation?
- Code of conduct
- Data collection – patterns, trends, cohorts, longitudinal, segregation
- Targeted interventions and strategies
- Hiring exemption
- Restorative justice/practices
- Communication – newsletters, blogs, social media



RECONCILIATION HANDOUT

"Reconciliation means a restoration of friendly relations."

Principles

Through the Agreement, the Parties have agreed that a historic Truth and Reconciliation Commission will be established to contribute to truth, healing and reconciliation.

Reconciliation is an ongoing individual and collective process, and will require commitment from all those affected including former First Nations, Inuit and Métis Indian Residential School (IRS) students, their families, communities, religious entities, former school employees, government and the people of Canada. Reconciliation may occur between any of the above groups.

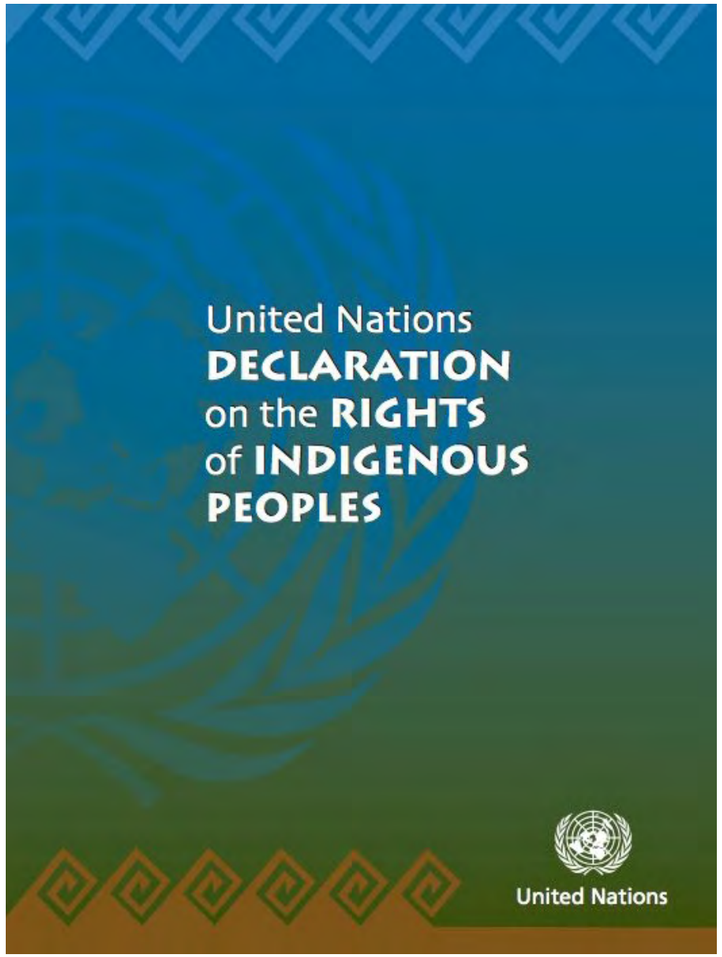
The final report of the TRC made 92 Calls for action in the following areas: child welfare, education, language and culture, health, and justice.

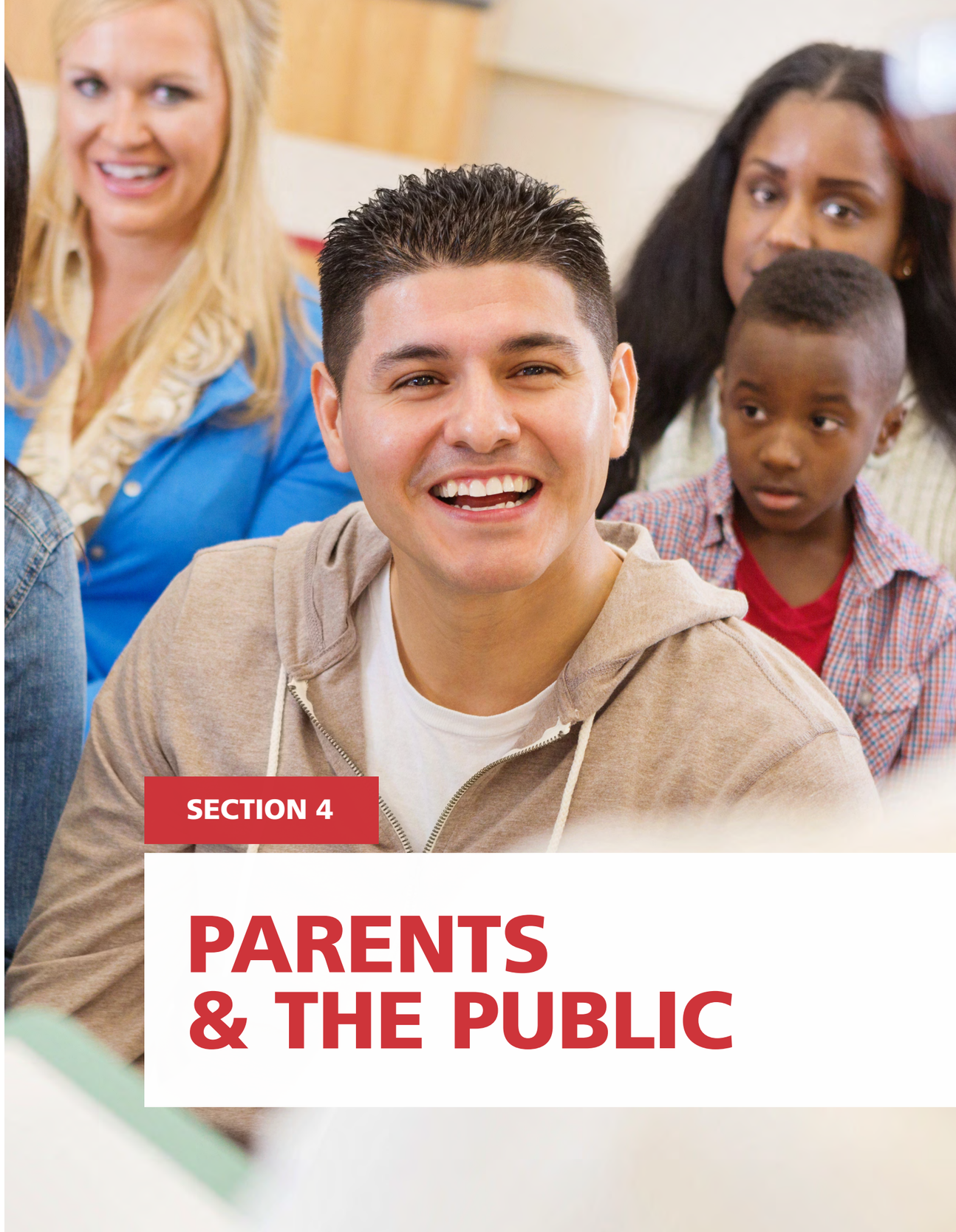
Truth and Reconciliation Commission: Calls to Action – Education

- We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada.
- We call upon the Federal government to develop with Indigenous groups a joint strategy to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians.
- We call upon the Federal government to eliminate the discrepancy in Federal education funding for First Nations children being educated on-reserves and those First Nations children being educated off-reserves.
- We call upon the Federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off-reserves, as well as educational and income attainments of Indigenous peoples in Canada compared with non-Indigenous people.
- We call on the Federal government to draft new Indigenous education legislation with the full participation and informed consent of Indigenous peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - Provide sufficient funding to close identified educational achievement gaps within one generation.
  - Improve education attainment levels and success rates.
  - Develop culturally appropriate curricula.
  - Protect the right to Indigenous languages, including the teaching of Indigenous languages as credit courses.
  - Enable parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
  - Enable parents to fully participate in the education of their children.
  - Respect and honour Treaty relationships.
- We call upon the Federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
- We call upon the Federal, Provincial, Territorial, and Indigenous governments to develop culturally appropriate early childhood education programs for Indigenous families.

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES (UNDRIP)

Download the full UNDRIP document.





SECTION 4

PARENTS & THE PUBLIC

PARENT INFORMATION

- BC's New Curriculum Parent Guide
- BCCPAC Advocacy Project (BCCPAC) – provincial voice of parents in public schools.
- BC Confederation of Parent Advisory Councils – information and resources
  - What is a DPAC?
  - What is a PAC?
  - SOGI123 – sample information pamphlet for parents

RESOLVING CONFLICTS

Sample insert for student planner:

How Parents Can Solve a Concern at School

Please remember that your child's teacher is your first point of contact. Encourage your child to talk to the teacher so they can problem-solve together. If your child has trouble with homework, review the directions together and encourage perseverance. If your child reaches frustration level, stop the task and write a note to the teacher in the planner explaining. Encourage your child to use calm down strategies so they can try to resolve a conflict with a peer calmly. If there are persistence problems, it is time to meet with the teacher to discuss how to move forward in a positive way.

If parents have any concerns or questions regarding practices or activities occurring in their child's classroom, please discuss these concerns directly with the classroom teacher by phoning the school to book an appointment in order to speak privately with the teacher. Most concerns are solved at this point.

After having spoken to the classroom teacher, if the parent feels the issue has not been resolved an appointment with the administrator is the second step. Please check your district policy.

Resources

- VSB Conflict Resolution Process for School-Based Concerns
  All School Districts have their own versions of this document.
- Differentiating Between Different Types of Conflict between peers and a Path Forward: a resource created in 2012-13 by the Social Responsibility & Diversity Team – Vancouver School District #39.

APPEALS

- The School Act – RSBC 1996 -Chapter 412 – current to May 20, 2020

  11 (1) In subsections (2) and (4), "**decision**" includes the failure of an employee to make a decision.

  (2) If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within a reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board.

  (3) For the purposes of hearing appeals under this section, a board must, by law, establish an appeal procedure.

  (4) A board may refuse to hear an appeal under this section unless the appellant discusses the decision under appeal with one or more persons as directed by the board.

  (5) A board may establish one or more committees for the purpose of investigating appeals under this section.

  (6) A board may make any decision that it considers appropriate in respect of the matter that is appealed to it under this section and, subject to section 11.1 (1), the decision of the board is final.

  (7) A board must:

  (a) make a decision under this section within 45 days of the date on which the board receives the appeal, and

  (b) promptly report that decision to the person making the appeal. Please check your district policy.

Resources

- School District Policy
- Teacher Regulation Branch
- VSB Section 11 Appeal Process – School District #39 - Vancouver
- VSB Statement of Principle (sample):

  The purpose of the appeal process is to provide a fair and expeditious means by which parents and students can seek a review of decisions that significantly affect the education, health or safety of a student.

  The Board strongly encourages parents and students to work together with their teachers and with school and Board administration to resolve disputes in an open and constructive manner both prior to and during the appeal process. All participants in the appeal process are expected to act as role models, and will at all times maintain an atmosphere of mutual respect, co-operation and respect for the dignity of the individual participants.

PRINCIPAL AUTHORITY TO RESTORE ORDER IN CASE OF A DISTURBANCE

- School Act - Division 6 — Offences
  - **Maintenance of order**
  - 177 (1) A person must not disturb or interrupt the proceedings of a school or an official school function.
  - (2) A person who is directed to leave the land or premises of a school by a Principal, Vice-Principal, director of instruction or a person authorized by the board to make that direction
    - (a) must immediately leave the land and premises, and
    - (b) must not enter on the land and premises again except with prior approval from the Principal, Vice-Principal, director of instruction or a person who is authorized by the board to give that approval.
  - (3) A person who contravenes subsection (1) or (2) commits an offence.
  - (4) A Principal, Vice-Principal or director of instruction of a school or a person authorized by the board may, in order to restore order on school premises, require adequate assistance from a peace officer.

SECTION 5

LEGAL: WHAT GUIDES & DIRECTS US

BCPVPA MEMBER SUPPORT SERVICES

What do we offer? BCPVPA is an 'All Inclusive' membership providing specialized support as you need it. The Member Support Services team of experienced educational leaders strive to support your individual circumstances.

The Directors of Member Support Services offer support to members on a variety of topics, including:

- Questions pertaining to their personal services contract
- Leave provisions
- Long Term Disability
- Pension / Retirement questions
- Support during an investigation process
- Support with grievances
- Strategic career planning
- Questions about court appearances

In addition, the Directors of Member Support Services offer support with school and staff management:

- Collective agreement interpretation
- Planning for important meetings
- Advice working through school and district-based issues
- Support with performance review / evaluation

No question is too small or too big. The earlier in the evolution of an issue you call, the better.

WHAT GUIDES & DIRECTS THE WORK OF PRINCIPALS & VICE-PRINCIPALS

Principals and Vice-Principals have a responsibility to act within the context of legislation and moral integrity. There are a lot for members to be aware of; it is incumbent upon Principals and Vice-Principals to know from whom to seek advice and what questions to ask. Listed below are some of the legal and other agencies that govern the roles of Principal and Vice-Principal. We encourage you to engage your district staff and representatives at BCPVPA for clarification and advice.

School Act

School Act

Pay particular attention to the Duties and Responsibilities of Teacher (sec 4) and P/VP (sec 5) and Superintendent (sec 6).

Manual of School Law K – 12

Manual is updated regularly to reflect changes to the School Act and Regulations of British Columbia.

Manual of School Law

TRB Standards

Teacher Regulation Branch Standards for competence and professional conduct highlight the complex and varied nature of educators' work. The Standards are intended to communicate to the public and certificate holders what educators know, are able to do and how they are expected to comport themselves. Unlike the BCPVPA Standards that apply only to us, the TRB Standards apply to all educators, making them particularly powerful as a touchpoint with your staff.

Standards for Educators

Board Policy

All School Board policies and regulations are public and can be found on School District websites. Know your School Board policies as they relate to the operation of schools. They can be wide-ranging in scope, including topics such as enrollment, bussing, advertising and sponsorship and fundraising — all of which can impact how you lead your school.

Disclosure and Principal/ Vice-Principals' Duty to Report

The Principal/Vice-Principals' duty to report is bound by both the BC Government's Ministry of Children and Family Development and Board Policy.

Reporting Child Abuse in BC

Employment Standards

Protect the working rights of all people by outlining the employer's responsibilities to their employees.

BC Laws

WorkSafe BC

WorkSafe BC (formerly WCB) organization was established by provincial legislation as an agency with the mandate to oversee a no-fault insurance system for the workplace.

They partner with employers and workers in B.C. to:

- Promote the prevention of workplace injury, illness, and disease
- Rehabilitate those who are injured, and provide a timely return to work
- Provide fair compensation to replace workers' loss of wages while recovering from injuries
- Ensure sound financial management for a viable workers' compensation system

A significant change in recent years is the addition of 'bullying and harassment' as one of the possible examples of an unsafe workplace. There is heightened awareness of this in every workplace, and as a school leader, you are required to ensure that your school is free from bullying and harassment behaviour.

WorkSafe BC OH&S Regulation

Freedom of Information and Protection of Privacy Act FIPPA

The Freedom of Information and Protection of Privacy Act sets out the access and privacy rights of individuals as they relate to the public sector.

Privacy & Personal Information in the Public Sector

Government ministries and other public bodies must collect, use, disclose, store and dispose of personal information appropriately to protect personal privacy. The privacy management and accountability policy (PDF) helps to ensure ministries meet all legislative obligations and fosters a culture of privacy within government by identifying:

- Roles and responsibilities for privacy management
- Key privacy policies and procedures
- Privacy assessment tools and agreements
- Privacy reporting and audit requirements
- Expectations for promoting privacy accountability, education and awareness

These rules apply to all public sector employees, contractors and service providers.

Guide to Good Privacy Practices

The Guide to Good Privacy Practices explains the government's privacy protection responsibilities under the Freedom of Information and Protection of Privacy Act (FOIPPA).

View policies regarding internal and external communications about personnel matters (PDF).

FIPPA can enter the working world of a school-based administrator if there is a disclosure (intentional or accidental) of a student, employee or parent's private information.

Administrators are cautioned about how they write and store meeting notes that might contain personal information. It is prudent to bear in mind that, in addition to notes you may have, your district computer (email) and cell phone records are FOIPOP-able. If that happens, you are obligated to turn over your electronic records.

Collective Agreements / Contracts

As school leaders, you will be managing employees who are members of one or more unions. As such, it is important to be familiar with the Collective Agreements between your district and those unions. It is critical that you understand your managerial rights while adhering to the provisions of the CAs and not expect employees to act in ways that contradict the terms and conditions of their employment.

Teachers / BCTF

Teacher Collective Agreements include provincial and local provisions.

Individual School District Teacher Collective Agreements

Provincial inclusions vs Local inclusions examples:

Provincial language	Local language
Membership requirement	Right to representation
Sole/exclusive agency	Teacher evaluation
Grievance/arbitration procedure	Hours of work
Non-sexist environment & harassment – E1, E2	Staffing provisions (selection processes)
Leave	Leaves
Compassionate care leave	Staff committee
	Staff meeting
	SBT
	Teacher-in-charge & department heads
	Professional autonomy
	Pro-D

Support Staff / CUPE

Individual School District Support Staff Collective Agreements

Roles and Responsibilities of Teachers and Teacher Assistants/ Education Assistants

BCPVPA Code of Professional Practise

Principals and Vice-Principals promote the success of all students by leading, guiding and coordinating the educational program. They carry out their responsibilities and duties according to the requirements of the School Act, Regulations, Ministerial Orders and School Board policies. The major leadership role of Principals and Vice-Principals is to enhance student achievement.
BCPVPA Professional Code

BCPVPA Code of Ethics

As educational leaders and advocates for students in the province of British Columbia, members of the BCPVPA:

- Make the well-being of students the fundamental value in all decision-making and actions;
- Respect the rights of all individuals;
- Meet their professional responsibilities with honesty, integrity, and respect for others;
- Support the principle of due process;
- Respect all confidential information;
- Abide by the School Act of British Columbia, School Regulations, and Minister of Education Orders;
- Strive to maintain the standards stated in the Code of Professional Practice of the BCPVPA;
- Strive for excellence in school leadership; and
- Promote quality leadership in education

BCTF Code of Ethics

BCTF Professional Responsibility

The BCTF Code of Ethics applies to teacher / teacher relationships. The code does not apply to Principals and Vice-Principals and in no way restricts their role in supervising staff; however, it is important to be mindful of the ethics that apply to employees that you supervise.

**5. The member directs any criticism of the teaching performance and related work of a colleague to that colleague in private. If the member believes that the issue(s) has not been addressed, they may, after privately informing the colleague in writing of their intent to do so, direct the criticism in confidence to appropriate individuals who can offer advice and assistance. *It shall not be considered a breach of the Code of Ethics for a member to follow the legal requirements for reporting child protection issues.*

INSTRUCTIONAL LEADERSHIP – LEADING A CULTURE OF LEARNING

Supervision of instruction is a key element of the roles of Principal and Vice-Principal. Some of the most profound elements of this work occur at the informal level through interactions with students and staff, committee meetings and class visits. The Collective Agreement outlines formal evaluation procedures which you will follow closely when you engage in a formal teacher evaluation. It is a very important part of your role to know what goes on in classrooms in your school. One challenge you will face as an administrator is setting aside adequate time to be out and visiting classes and getting to know your staff and students.

INSTRUCTIONAL LEADERSHIP

UNIVERSAL ROLE		
TARGETED ROLE		
INTENSIVE ROLE		
Example Indicators of Intensive Focus: • Data collection and documentation / observations • Teacher request • Assessment and reporting practise concerns • Parent concerns	**Example Indicators of Targeted Focus:** • School-based team • Course outlines – planning documents • Transistion/articluation planning • Observations during classroom visits or learning walks • Students and parent comments • Assesment and reporting	**Leading a Culture of Learning:** • Look for evidence of 5 attributes of teaching and learning: purpose, student engagement, curriculum and pedagogy, assesment, classroom environment and culture • Reading class newsletters • Staff meeting focus on students • School growth planning • Student display of learning • Class reviews/course outlines
Actions may include: • Improvement plans • Targeted feedback • Peer support	**Actions may include:** • Intentional learning walks with more focus • Collaborative team focus (i.e., primary literacy)	**Actions may include:** • Informal classroom walkthroughs (5 – 10 minutes) • Intentional learning walks (15 – 2 minutes) • Learner aned learning focussed dialogue
Ongoing concerns can lead to a non-routine evaluation process as per Collective Agreement	Routine evaluations as per Collective Agreement typically occur in the first year of the request, or if there is a significant change in assignment.	
Formal Evaluation Reports	Formative Feedback	

ORGANIZATIONAL LEADERSHIP – INVESTIGATION OF STAFF MISCONDUCT

From time-to-time, employees act in a manner which is questionable in nature and could be considered a breach of either policy or established standards of conduct. When dealing with these issues it is important to reach out to the Human Resources department of the School District for advice before making any decisions or taking steps towards resolution. There are instances in which you will be expected to follow up with an individual to address his/her/their conduct, but other times that the district will take on that work, or even refer it to the police, depending upon the nature of the behaviour. Important initial considerations include:

- What standards or policies were breached? Refer to the important documents cited above.
- Is the behaviour culpable or non-culpable? Did the person act knowingly?
- In order to eventually resolve the issue will a formal or informal process be required?

ORGANIZATIONAL LEADERSHIP

UNIVERSAL ROLE		
TARGETED ROLE		
INTENSIVE ROLE		
District Staff Involvement: • Meeting with the Staff Representative • Teacher investigations as per Collective Agreement (CA) • Involve Human Resources	**Individual Feedback/ Expectations:** • When a teacher is not meeting conduct expectations	**What Guides & Directs Us Daily:** • School Act • BCPVPA Standards • TRB Standards • District Policies • Codes of Conduct • Collective Agreements **Things all staff need to know:** • Field trip forms • Health & Safety • Lockdowns • Money handling • Tardiness • Student Supervision
Actions may include: • Letter of expectation • Letter of direction	**Actions may include:** • Reminder of the expectations • Conversations with the teacher • Possible conversations with Staff Representative	**Actions may include:** • Staff meetings • Bulletins • Handbooks
Determination of Formal or Informal Processs	Determination of Culpable of Non-culpable	

School Rules and Expectations

Schools do not write policy but rules and expectations. Your school may have a manual or binder with procedures and rules. It is best to review those prior to the start of the school year, as you will need to review them with staff first thing in September.

Code of Conduct

Bullying, harassment and intimidation are not acceptable at any B.C. school. Each district and school has a Code of Conduct that outlines expectations and age-appropriate consequences of unacceptable behaviour. It is expected that a school community review its Code of Conduct each school year. It is also expected that the Code of Conduct be explicitly shared with students. It cannot be assumed that students 'know' the Code because it is printed in their agenda book.

Role of Staff Representative

Staff representatives of the local teachers' union can be compared to 'shop stewards' in many other unions. They have a legal role of representation in the school and are seen as the frontline representatives of the union. Staff representatives receive up to four days of training and are responsible to ensure the Collective Agreement is followed, resolve employee concerns, and preserve safe and healthy working conditions for members. It is good to establish a good working relationship with your staff representative early in the school year. An effective staff representative will be a strong advocate for teachers on your staff, and a really effective one will let you know if they are hearing complaints and concerns from staff so you have an opportunity to address issues as they arise. Meeting regularly with staff representatives can be an effective way to keep lines of communication open.

Role of Staff Committee

The expressed purpose of Staff Committee is to provide advice to Principal/Vice-Principal(s) in relation to the operation of the school. According to the BCTF Members Guide the purpose of staff committees are:

a. To promote democratic decision-making in schools;

b. To ensure greater commitment to decisions;

c. To enhance professionalism and the quality of education.

Local contract language will outline staff committee processes and be aligned with BCTF guidelines. Best practice is to establish and maintain a functional Staff Committee that meets regularly so that issues can be dealt with collegially in the event that they arise. BCTF Member's Guide

Role of School-Based Team (SBT)

The School-Based Team (SBT) is a collaborative problem-solving team that works with classroom teachers to develop educational programs for students who may or may not have inclusive education designations. The actions recommended through SBT may be academic or social-emotional, and are made through a Universal Design for Learning lens. SBT notes are taken, and actions are assigned to various school personnel. The SBT also works together to make decisions regarding case managers, referrals (e.g., Speech-Language Pathologists, School Psychologists), resource allocation, requests for collaboration with district support personnel, etc. An administrator should attend all SBT meetings and ensure that careful minutes of those meetings are kept.

Role of Trustees

British Columbia is a large province with many communities, each having different priorities, needs and unique educational requirements. British Columbians elect their boards of education to improve student achievement according to the diverse needs of these communities. As locally elected representatives, the trustees on these boards best understand their respective communities' particular strengths, challenges and demands.

Trustees engage their communities in building and maintaining a school system that reflects local priorities, values and expectations. School trustees listen to their communities, guide the work of their School District and set plans, policies and the annual budget. Reflecting the strength of local representation, boards report back to their communities on how students are doing. Boards are directly accountable to the people they serve.

Mission

The mission of the BCSTA is to support and advocate for effective public boards of education in British Columbia. Our mission is driven by the following beliefs:

- A high-quality public education system is the foundation of a democratic society.
- Improving student achievement is the key work of locally

elected Boards of Education.

- The interests of BC students are best met through local decision-making with an engaged community.
- Providing a strong, representative voice for Boards of Education throughout the province is important.
- Helping to build effective Boards of Education by providing development, communications and support services continue to be a vital role.

Role of the Parent Advisory Committee (PAC)

The School Act gives parents the right, through PACs, to assume an advisory role in every school. PAC is the officially recognized collective voice of parents of their school. A PAC, through its elected officers, may advise the School Board, the Principal and staff of the school respecting any matter relating to the school. The Principal or designate should attend PAC meetings, and will usually have the opportunity to give a report to the parents. Some initiatives that PACs may become involved in include:

- Fundraising (Gaming grants and school-based fundraising)
- Graduation / school-leaving ceremonies
- Scholarships
- Appreciation events for teachers / staff
- Organizational support of other school-wide initiatives
- Educational programming for parents (guest speakers, etc)
- Membership in the DPAC or BCCPAC

What is the PAC?

PACs are forums within each school community to discuss matters affecting your school and the education of your children. Parents' voices are a tremendous value to their school. They offer a wealth of ideas and support in the challenges that face all public schools. PACs strive to represent the diversity within their communities and contribute to the benefit of all students by:

- Providing opportunities to educate and inform parents about the school;
- Involving parents in volunteer activities; and
- Openly discussing parents' concerns and aspirations for their schools.

Who Can Become a Member of PAC?

All parents and guardians of students registered in the school are able to participate as a member of the PAC.

Whom does the PAC Advise?

(a) Advise the board and the Principal and staff of the school or the Provincial school respecting any matter relating to the school or the Provincial school, other than matters assigned to the school planning council.

(b) At the request of the SPC, assist the SPC in carrying out its functions under this Act.

(c) Advise their District Parents' Advisory Council (DPAC), British Columbia Confederation of Parent Advisory Councils (BCCPAC), the Ministry of Education and any other organization, as they deem necessary.

The Purpose of a PAC can be:

- To provide parents with the opportunity to gain a greater understanding of the school;
- To assist the SPC in carrying out its function;
- To give input into school-based decisions;
- To participate in goal setting;
- To unify efforts of the school community towards the goal of quality education;
- To monitor and review school rules and conduct, the safety programs, the educational programs; learning materials, equipment and the school building;
- To educate parents;
- To advocate equal educational opportunities for all students;
- To liaise with other education partners and organizations; and
- To provide methods to resolve problems between the school and community by directing parents and students to the Advocacy project.

The PAC is not a forum to discuss individual students/staff problems or conflicts.

PROCEDURES & PROCESS

Staff Meetings

The agenda is set by the Principal and attendance is required of all staff. There is no 'right' way to conduct a staff meeting, but remember that no one likes to be 'talked at' for an hour, so prioritize what business must be conducted at the face-to-face meeting and what can be dealt with via email. A good strategy is to start staff meetings with a story about student learning told by one of the teachers on staff. When you observe something worth sharing ask permission to put the teacher's name on the agenda to open the meeting. Involving staff in discussions of some kind is recommended.

Parent Advisory Committee (PAC) Meetings

The PAC chair sets the agenda and chairs the meeting. The constitution will elaborate on the quorum required for the meeting. The administrator is a non-voting member who is there to give a report and answer questions / support the chair as needed. The Principal is usually responsible for providing a space for the meeting.

Positions of Special Responsibility / Teacher in Charge

At a school where there is no Vice-Principal, a Position of Special Responsibility (POSR) or Teacher in Charge (TIC) is assigned

from among the teaching staff. A stipend is paid to that person. This person is able to step in in the absence of the Principal as required. Rules and expectations of these positions vary district to district.

Financial Responsibilities

One important responsibility of a Principal is managing the school finances. There are varied models of financial accounting in schools across the province, including highly centralized systems, where Principals have limited budgets and limited financial decision-making authority. In other district, budgets are school-based, so the Principal has considerably large budgets from which they must account for all expenses incurred at the school, including staff. Know your district financial process regarding school financial management.

The Secretary-Treasurer is the Chief Financial Officer of the School District, and a member of BC Association of School Business Officials (BCASBO).

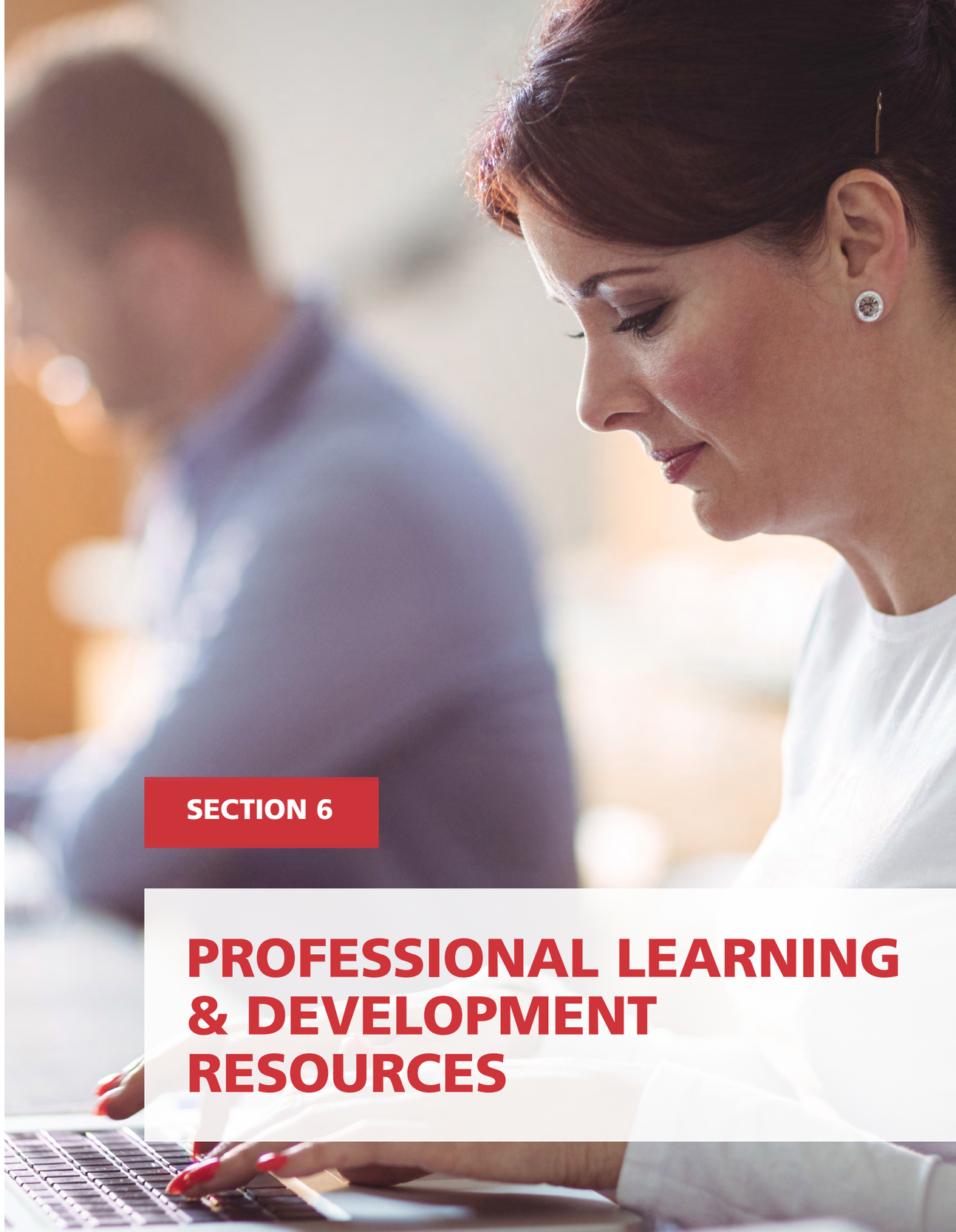
Risk Management: School Protections Plan

Risk management services for all BC public schools (K-12) including:

- Online incident/claims reporting system,
- Administration of SPP and other risk, insurance or loss funding programs, including related claims and litigation management services; and
- The provision of direct or indirect risk management advisory and loss control inspection.

Criminal Records Checks

School District Policy will dictate who must have a criminal record check completed. It is best practice to complete an orientation with all volunteers to establish expectations and boundaries.



SECTION 6

PROFESSIONAL LEARNING & DEVELOPMENT RESOURCES

PROFESSIONAL LEARNING & DEVELOPMENT RESOURCES

This is a list of suggested books, journals, websites, and Associations for you to access, suggested by the BCPVPA Professional Learning & Development (PLD) Department to support your role as Principal or Vice-Principal. This list will be added to as additional resources are discovered. Please see the BetterEducate website for up-to-date resources.

Assessment

Blackburn, Barbara R. (2008) Rigor is not a Four-Letter Word. Eye on Education: Larchmont, NY.

Lipton, Laura, and Wellman, Bruce. (2002) Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry. Miravia: Sherman, CT.

Wiliam, Dylan. (2011) Embedded Formative Assessment. Solution Tree Press: Bloomington, Indiana.

Change

Clauset, Karl H., Lick, Dale W., and Murphy, Carlene. (2013) Schools Can Change. Corwin Press: Thousand Oaks, California.

Hargreaves, Andy and Shirley, Dennis. (2009) The Fourth Way: The Inspiring Future for Educational Change. Corwin Press: Thousand Oaks, Calif.

Hargreaves, Andy and Shirley, Dennis. (2012) The Global Fourth Way: The Quest for Educational Excellence. Corwin Press: Thousand Oaks.

Hord, Shirley M. and Roussin, James L. (2013) Implementing Change Through Learning. Corwin Press: Thousand Oaks, California.

Kotter, John. (2012) Leading Change. Harvard Business Press: Boston, Mass.

Kotter, John. (2008) A Sense of Urgency. Harvard Business Press: Boston, Mass.

Sinek, Simon. (2009) Start with Why: How Great Leaders Inspire Everyone to Take Action. Portfolio/Penguin: London, England.

Whitaker, Todd. (2010) Leading School Change. Eye on Education: Larchmont, NY

Culture

Caposey, P.J., (2013) Building a Culture of Support: Strategies for School Leaders. Eye of on Education: Larchmont, NY.

Deal, Terrence. And Peterson, Kent D. (2016) Shaping School Culture. Jossey-Bass: San Francisco, California.

Delehant, Ann. (2007) Making Meetings Work: How to Get Started, Get Going, and Get it Done. Corwin Press: Thousand Oaks, California.

Dewitt, Peter M. (2018) School Climate: Leading with Collective Efficacy. Corwin Press: Thousand Oaks, California.

Edmonds, Chris S. (2014) The Culture Engine. J. Wiley and Sons: Hoboken, New Jersey.

Jones, Irving C. and Blake. (2018) Fearless Conversations: School Leaders Have to Have. Corwin Press: Thousand Oaks, California.

Sparks, Dennis. (2007) Leading for Results: Transforming Teaching, Learning, and Relationships in Schools. Corwin Press: Thousand Oaks, California.

Williams, Bruce R. (2007) More than 50 Ways to Build Team Consensus. Corwin Press: Thousand Oaks, California.

Growth Plans

BCPVPA Website

Innovation

Gibson, Rowan. (2015) The 4 Lenses of Innovation: A Powerful Tool for Creative Thinking. Wiley and Sons: Hoboken, New Jersey.

Kay, Ken and Greenhill, Valerie. (2013) The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts. Pearson: Boston, Mass.

Sharratt, Lyn and Harild, Gale. (2015) Good to Great to Innovate. Corwin Press: Thousand Oaks, California.

Wagner, Tony. (2012) Creating Innovators: The Making of Young People Who Will Change the World. Scribner: New York, New York.

Wagner, Tony. (2008) The Global Achievement Gap. Basic Books: New York, NY.

Inquiry

Danielson, Charlotte. (2009) Talk About Teaching: Leading Professional Conversations. Corwin Press: Thousand Oaks, California.

Donohoo, Jenni. (2013) Collaborative Inquiry for Educators. Corwin Press: Thousand Oaks, California.

Fullan, Michael, Quinn, Joanne, McEachen, Joanne. (2018) Deep Learning. Corwin Press: Thousand Oaks, California.

Halbert, Judy and Kaser, Linda. (2013) Spirals of Inquiry. Principals' and Vice-Principals' Association: Vancouver, British Columbia: BC

Halbert, Judy and Kaser, Linda. (2016) The Spiral Playbook. Principals' and Vice-Principals' Association: Vancouver, British Columbia: BC

Holcomb, Edie L. (2009) Asking the Right Questions. Corwin Press: Thousand Oaks, California

Miller, John G. (2012) The Question Behind the Question. Penguin Group: London, England.

Jones Irving C. Sr., and Blake Vera. (2018) Fearless Conversations: School Leaders Have to Have. Corwin Press: Thousand Oaks, California.

Murphy, Michael. (2009) Tools and Talk. Learning Forward: Oxford, Ohio.

Psencik, Kay. (2011) The Coach's Craft: Powerful Practices to Support School Leaders. Learning Forward: Oxford, Ohio.

Leadership

BCPVPA Leadership Standards Committee. BCPVPA: Leadership Standards for Principals and Vice-Principals. (2016) BCPVPA: Vancouver, B.C.

Donaldson, Gordon A. Jr., (2008) How Leaders Learn. Teachers College Press: Columbia University, New York, NY.

Bultininck, Howard J. and Bush, Lynn H. (2009) 99 Ways to Lead and Succeed: Strategies and Stories for School Leaders. Eye on Education, Larchmont, NY.

Dewitt, Peter M. (2017) Collaborative Leadership: Six Influences That Matter Most. Corwin Press: Thousand Oaks, California

Kaser, Joyce., Mundry, Susan, Stiles, Katherine E., Loucks-Horsley, Susan. (2006) Leading Every Day: 124 Actions for Effective Leadership. Corwin Press: Thousand Oaks, California.

Fullan, Michael. (2014) The Principal: Three Keys to Maximizing Impact. John Wiley and Sons, Inc.: San Francisco, California.

Fullan, Michael and Hargreaves, Andy. (2012) Professional Capital: Transforming Teaching In Every School. Teachers College Press, Columbia University: New York, NY.

Glaze, Avis. (2018). Reaching the Heart of Leadership: Lessons Learned, Insights Gained, and Action Taken. Corwin Press: Thousand Oaks, California.

Intrator, Sam M., Scribner, Megan. (2007) Leading from Within: Poetry That Sustains the Courage to Lead. Wiley and Sons: San Francisco, California.

Kouzes, James and Posner, Barry. (2017) The Leadership Challenge. Jossey-Bass: San Francisco, California: Jossey-Bass.

Lambert, Linda, Zimmerman, Diane P., and Gardner, Mary E. (2016) Liberating Leadership Capacity: Pathways to Educational Wisdom. Teachers College Press: New York, NY.

Lencioni, Patrick. (2002) The Five Dysfunctions of a Team. Jossey-Bass: San Francisco, Calif.

Pink, Daniel. (2009) Drive: The Surprising Truth About What Motivates Us. Penguin Books: London, England.

Learning Design

Blank, Mary Ann. and Kershaw, Cheryl. (2009) Mentoring as Collaboration. Corwin Press: Thousand Oaks, California.

Online Learning Communities

Johnson, J. Howard, and Williamson, Ronald. (2012) The School

Leader's Guide to Social Media. Eye on Education: Larchmont, NY.

Professional Learning

Bradley, Janice (2015) Designing Schools for Meaningful Professional Learning: A Guidebook for Educators. Corwin Press: Thousand Oaks, California.

Hirsh, Stephanie and Hord, Shirley. (2012) A Playbook for Professional Learning. Learning Forward: Oxford, Ohio

Killion, Joellen. (2018) Assessing Impact: Evaluating Professional Learning. Corwin Press, Thousand Oaks, California.

Zepeda, Sally J. (2012) Professional Development: What Works. Eye on Education: Larchmont, NY.

Wiseman, Liz and McKeown, Greg. (2010) Multipliers: How the Best Leaders Make Everyone Smarter. Harper Collins Publishers: New York, NY.

Professional Learning Communities

Clauset, Karl H., Lick, Dale W., Murphy, Carlene U. (2008) Schoolwide Action Research for Professional Learning Communities. Corwin Press: Thousand Oaks, California.

DuFour, Richard, DuFour, Rebecca, Eaker, Robert, and Many, Thomas (2006) Learning by Doing: A Handbook for Professional Learning Communities at Work. Solution Tree: Bloomington, Indiana.

Hargreaves, Andy and Fullan, Michael (2012) Professional Capital: Transforming Teaching in Every School. Teachers College: Columbia University, New York, NY.

Student Learning

Donohoo, Jenni. (2017) Collective Efficacy: How Educators' Beliefs Impact Student Learning. Corwin Press: Thousand Oaks, California.

Site Design and Management

Alvy, Harvey B. and Robbins, Pam. (2009) The Principal's Companion: Strategies for Making the Job Easier. Corwin Press: Thousand Oaks, California.

Joseph, Shawn. (2013) First 100 Days of the School Year. Eye on Education: New York, New York.

Hodges, Diane. (2005) Looking Forward to Monday Morning: Ideas for Recognition and Appreciation Activities and Fun Things to Do at Work for Educators. Corwin Press: Thousand Oaks, California.

Systems Thinking

Fullan, Michael and Quinn, Joanne. (2016) Coherence: The Right Drivers in Action for Schools, Districts, and Systems. Corwin Press: Thousand Oaks, California.

Fullan, Michael. (2010) All Systems Go: The Change Imperative for Whole System Reform. Corwin Press: Thousand Oaks, California.

Senge, Peter.(2000) A Fifth Discipline: Schools That Learn. Doubleday: New York, NY.

Visible Learning

John A.C. Hattie (2011) Visible Learning for Teachers: Maximizing Impact on Learning Taylor and Francis, England.

John A.C. Hattie (2008) Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement Taylor and Francis, England.

John A.C. Hattie (2013) Visible Learning and the Science of How We Learn Taylor and Francis, England.

Journals

The Learning Professional

Educational Leadership

Phi Delta Kappa

CAP Journal

Principl(ed) Magazine

Teacher Quality Resources

LIST OF PROVINCIAL ASSOCIATIONS

BC Association of School Business Officials (BCASBO)
#208 – 1118 Homer Street
Vancouver, BC
V6B 6L5
Phone: 778-433-9195
Fax: 604-687-8118
www.bcasbo.ca

BC Confederation of Parent Advisory Councils (BCCPAC)
2288 Elgin Avenue, Suite C
Port Coquitlam, BC
V3C 2B2
Phone: 604-474-0524
Toll Free: 1-866-529-4397
www.bccpac.bc.ca

BC Public School Employers' Association (BCPSEA)
300-2889 East 12th Avenue,
Vancouver, BC
V5M 4T5
Phone: 604-730-0739
Fax: 604-730-0787
www.bcpsea.bc.ca

BC Principals' & Vice-Principals' Association (BCPVPA)
#200, 525 West 10th Avenue
Vancouver, BC V5Z 1K9
Phone: 604-689-3399
Toll Free: 1-800-663-0432
www.bcpvpa.bc.ca

BC School Superintendents Association (BCSSA)
#208 – 1118 Homer Street
Vancouver, BC
V6B 6L5
Phone: 604-687-0590
Fax: 604-687-8118
www.bcssa.org

BC School Trustees Association (BCSTA)
1580 W Broadway
Vancouver, BC
V6J 5K9
Phone: 604-734-2721
www.bcsta.org

BC Teachers' Federation (BCTF)
#100, 550 W 6th Avenue
Vancouver, BC
V5Z 4P2
Phone: 604-871-2283
www.bctf.ca

PROFESSIONAL WEBSITES

www.apple.com/ca/education/apple-professional-learning/	Apple Canada (Workshops for Educators)
www.educ.sfu.ca	Association of B.C. Deans of Education
www.ascd.org	Association for Supervision & Curriculum Development
www.bcasaa.bc.ca	B.C. Association of Student Activity Advisors
www.bccpac.bc.ca	B.C. Confederation of Parent Advisory Councils
www.dir.gov.bc.ca	B.C. Government Directory
www.gov.bc.ca	B.C. Ministry of Education
www.bcpvpa.bc.ca	B.C. Principals & Vice-Principals Association
www.bcpsea.bc.ca	B.C. Public School Employers Association (includes a database of available AO positions)
www.bcasbo.ca	B.C. Association of School Business Officials
www.bcssa.org	B.C. School Superintendents Association
www.bcsta.org	B.C. School Trustees Association
www.bced.gov.bc.ca/apps/imcl/imclWeb/Home.do	B.C. School Book Database
bcpvpa.bc.ca/student-voice	B.C. Student Voice (the BCPVPA-sponsored organization dedicated to student leadership)
www.bctf.bc.ca	B.C. Teachers Federation
www.teacherregulation.gov.bc.ca	B.C. Teacher Regulation
www.edcan.ca	EdCan Network (Canadian Education Association)
www.ctf-fce.ca	Canadian Teachers Federation
www.cpco.on.ca	Catholic Principals Council of Ontario
www.cln.org	Community Learning Network
www.dashbc.ca	DASH: The Directorate of Agencies for School Health
www.educationcanada.com	Education Canada (a database of available AO positions)
www.icponline.org	International Confederation of Principals
www.learningforward.org	The Professional Learning Association
www.naesp.org	National Association of Elementary School Principals
www.nassp.org	National Association of Secondary School Principals

www.npbs.ca	Network of Performance-Based Schools
www.Principals.ca	Ontario Principals Council
www.pbs.org/teachersource	PBS Teachersource
pdkintl.org	Phi Delta Kappa International
www.bced.gov.bc.ca	PVP Eboard (the Ministry of Education's electronic resource for Principals and Vice-Principals, you will be required to supply your username and password)
www.nwrel.org/scpd/sirs	School Improvement Research Series
www.pensionsbc.ca	Teachers Pension Plan (the BC Superannuation Commission)

SECTION 7

SCHOOL TASK LISTS

MONTHLY TASKS

As you compile your own list of monthly tasks, refer to a number of sources to help you: the material above, district policy, and your colleagues in other schools. Be sure to also consult with secretaries, custodians, teachers, and support staff.

The appendix also contains "A Two-Week Countdown … School Start-up Task List", courtesy of John Horsted, Principal at Frost Road Elementary in Surrey, and an example of a district list from Langley.

REGULAR EVENTS

There are some activities that are likely scheduled monthly. These might include:

1. Health and Safety Committee meetings
2. Staff meetings
3. School-based team meetings
4. Department Heads' or area coordinators' meetings
5. Classroom visits/learning walks/conferences with teachers
6. Collaboration time/building capacity
7. Library/computer/mobile device/supervision schedules
8. School committees such as Professional Learning & Development
9. Accounting procedures/meetings with your office administration
10. PAC meetings
11. Monthly newsletter or e-blasts
12. Student and staff recognition opportunities
13. Festivals and holidays recognized in your particular community
14. Update school website
15. And more!

AUGUST

Major items to consider in August:

1. Attend the school in the last weeks of August along with secretaries and counselors to receive new registrations and open the school.
2. Finalize timetable, su[ervision and prep schedules.
3. Send out welcome information to staff and arrange for orientation of new staff.
4. Create packages of materials for staff and students for the opening week. This includes the staff handbook (possibly online) and student agendas as well as systems for collecting fees, verifying student registrations, demographic information and class enrolments.
5. Review students, enrolments, class assignments, designations of students with special needs and arrange orientations for new students (including Kindergarten students).
6. Consult with the head secretary to review budgets, inventories, purchasing, received goods and work schedules. You may also wish to review all the forms that are used in the school and make sure they are up-to-date and in sufficient quantity.
7. Consult with custodians to establish work schedules and ensure the school is safe, clean and ready for students and teachers.
8. Inspect the school to make sure that maintenance has been done, including the grounds/gardens; signage is posted, and the school is ready for the first day.
9. Plan opening staff meetings to include any necessary training and information required by statute or policy (such as with health and safety).
10. Prepare welcoming information for parents and students including sending timetables and school opening newsletter.
11. Consider the 'details' of traffic, bus schedules and parking, locker assignments, school photos, school cafeteria/vending machines, etc.
12. Review rental agreements and school bookings for the first term.
13. Determine a communication strategy for parents/staff/students (newsletter, website, email, twitter).

SEPTEMBER

Major items to consider in September:

1. A 'welcome back' activity for staff at the opening day staff meeting.
2. Conduct the opening staff meeting(s) and ensuring that all training is completed and that all staff are aware of health, safety and emergency procedures for themselves and for students plus any other procedures such as resource support scheduling, purchasing, field trips, library, computer room, booking AV, etc.
3. Ensure staff understanding of general health and safety policies regarding emergencies, critical incident team needs, head teacher roles, post procedures.
4. Provide documentation/weblinks for all H&S information and resources for Wellness and the employee assistance.
5. Class size and composition meetings to review placements.
6. Student assemblies, especially in the first week of school.
7. Contact the PAC and plan for meeting times.
8. Contact School Liaison Officer, local emergency personnel and public health nurse to orient them with your school community and needs for initial assemblies and classroom connections.
9. Review extra- and co-curricular activities (e.g. athletics, clubs, music concerts, drama productions) and schedules with sponsoring teachers.
10. Complete all the Ministry forms for September 30 – including verification of designations for students with special needs and all numbers for students with ELL and Indigenous needs.
11. Review student files with classroom teachers and/or inclusive education teachers. Don't forget 'students at risk' who may not have a special needs designation.
12. Ensure that IEPs are in place and that meetings are scheduled for October to update and review.
13. Gather course outlines/overviews as appropriate.
14. Meet with new staff and have 1:1 meetings with as many staff members as possible to glean information and make connections.
15. Review CUPE staff working hours and communicate with district staff.
16. Establish professional development committees or other school committees.
17. Establish student government, grad council and other student-led bodies.
18. School photos taken.
19. 1701s: meet with resource team members and ensure accurate numbers for students requiring support.
20. A Meet-the-Teacher/PAC event or open house. Note community holidays to avoid conflicts.
21. Establish a 10 month calendar (perhaps online) for staff to note all Staff and PAC meetings; observed holidays, etc.
22. File 1701 and 1601 forms by September 30.
23. Code of Conduct Reviews (post).

OCTOBER

Items to consider in October:

1. Goal-setting conferences (secondary 'Meet-the-Teacher/Parent Walkabouts').
2. Prepare for reporting (informal and formal; ongoing formative assessment begins).

3. Support teachers to administer FSA check timeline.
4. Preparations for the PSA Professional Day (mid-October).
5. Support staff to determine/vision around the School Plan and/or their own professional growth plans and learning teams.
6. Interim (informal) reports; class reviews with resource team (elementary level).
7. Website updates.
8. Ensure that emergency preparedness supplies are inventoried and if applicable, include updated student information.
9. "Safe and Caring Schools" review.
10. Begin conversations with colleagues and supervisors around your Professional Growth Plan – create a system where you add to your BetterEducate.com profile on a regular basis.
11. Add to the monthly calendar with performance and assembly dates for the year.
12. Support the resource team to begin IEP meetings and scheduling/documentation.
13. World Teacher's Day.
14. Thanksgiving and Hallowe'en events; note additional festivals and celebrations happening in your communities.
15. Determine which teachers ou will evaluate and begn process (as per CA).
16. MOA – Class size and composition and remedies.

NOVEMBER

Items to consider in November:

1. Ongoing, formative assessment continues and families receive 'Communications of Student Learning' including student reflections.
2. Remembrance Day assembly and peace themes.
3. Preparations for the winter concert or PAC events.
4. Support resource team with IEP meetings and scheduling/documentation.
5. Reporting.
6. Review notes from 'class reviews' and ensure completion of first term IEP meetings.

DECEMBER

Items to consider in December:

1. (Middle/Secondary) Review course selection handbooks, course selection and registration sheets.
2. Work with staff team for social event and first term acknowledgements.
3. Ensure all furniture requests and loan equipment bookings for spring term (including chair and table rentals for all special events).
4. Schedule special custodial/maintenance tasks for the holidays.
5. Note snow removal practices in your district and be aware of maintenance needs on your grounds.
6. Winter Break – celebration for staff.

JANUARY

Items to consider in January:

1. (Elementary) Prepare kindergarten registration plans, including 'Ready, Set, Learn!' and 'Welcome to Kindergarten' events.
2. (Middle/Secondary) Advertise course planning.
3. (Secondary) End of semester/provincial exams – prepare schedules, invigilators, lab bookings.
4. (Secondary) Grad photos.
5. Meet with resource team and consider all students in transition to middle/high school; plan next steps for students with special needs as they transition.

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6. 1701 updates; updates to Indigenous student files.

FEBRUARY

Items to consider in February:

1. Mid-year reporting (Communicating Student Learning continues).
2. Lunar New Year; Family Day.
3. Pink Day (anti-homophobia, anti-bullying day) .
4. Themes for celebrating diversity.
5. Secondary: Code of Conduct assemblies.
6. (Secondary) Course planning activities.
7. Review Professional Growth Plan progress.

MARCH

Items to consider in March:

1. Budget and staffing estimates for the next school year.
2. (Secondary) Collect course tallies.
3. Reports (formal/informal); Student Led Conferences/traditional communication of student learning for term 2 (elementary).
4. Spring break – celebration for staff.

APRIL

Items to consider in April:

1. School calendar for next year, considered with staff committee and sent to the district for approval.
2. (Elementary) Draft grade configuration and school organization plan as admin team and in collaboration with staff committee.
3. (Secondary) Draft timetable construction/staffing plans.
4. Review and document for School Plans (VSB).
5. Ongoing communication of student learning continues, including IEP meetings and reviews for students with special needs.
6. Prepare end-of-year ordering (workbooks and agendas for next school year).
7. Finalize classroom and teacher spending to settle school-based accounts.
8. Secretary's Day.

MAY

Items to consider for May:

1. Finalizing school budgets and communication of staffing plans for next school year.
2. Work with your secretary/office admin to determine closing procedures and communicate to staff teams re: spending, reports to the office, timelines, etc.
3. Prepare school exam and provincial exam schedules and invigilation schedules.
4. Often: Volunteer recognition events; sports day, school concerts.
5. School Plan submitted to district.
6. Summer school planning with administrators, as needed.

JUNE

1. Work with secretary/Office Admin to coordinate final purchases, budget allocations and summer deliveries.
2. Set up for summer school as required.
3. Report cards; year-end reports and student self assessments copied for PSR and entered into MyEd; sent home with families.
4. Acknowledgements for staff; retirees, etc.
5. Inventories and technology items returned to locking/secure areas.

6. Keys returned to office.
7. Prepare Staff Handbook/TTOC Handbook for new school year (possibly online).
8. Confirm summer custodial and maintenance schedules.

JULY

1. Complete file transfers.
2. Mail home or send left over report cards.
3. Set-up professional development for end of summer.
4. Ensure recycling and furniture pick ups for old tech, etc.
5. Grounds and maintenance plans reviewed for summer upkeep.
6. Class and teacher moves supported.
7. Update summer custodial and maintenance schedules.
8. Update summer school schedules/handbook as needed.

TWO-WEEK COUNTDOWN: SCHOOL START-UP TASK LIST

Courtesy John Horstead – Frost Road Elementary, SD36

TO SEND TO STAFF

TASK	TIMELINE	DATE COMPLETED
Organize and invite staff to an informal get-together	Week 2	
Staff professional growth plan templates	Week 2	
Learning resources out to staff	Week 2	
Organize first day breakfast for staff	Week 2	
Prep for first day staff meeting – agenda / materials	Week 1 & 2	
Welcome back letter to staff	Week 1	
Clean up and organize staff room binders	Week 1	
Orientation/mentors/buddies/plans for new staff	Week 1	
Plan for first day procedures	Week 1	
Staff folders for the first day ready to run-off	Week 1	
Complete front entrance displays	Week 1	
Clean-up SET binder and ensure supply of all forms	Week 1	
Staff handbook updates	Week 1	
TTOC handbook updates	Week 1	
Staff reps, committee sign-up ready	Week 1	
Identify Crisis Response Team (CRT)/staff phone fan out/health & safety commitee and other committees	1st Week Sept.	
Finalize class lists	Week 1	

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STUDENTS

TASK	TIMELINE	DATE COMPLETED
Check class organization plans	Week 2	
Decide whether class lists before the first day	Week 2	
Check class lists and spaces open	Week 2	
Check kindergarten registrations (i.e., birth certificate, immunization etc.)	Week 2	
Check inactive student screens	Week 2	
Confirm that K packages were assembled and mailed out	Week 1	
Plan for Ks first day at school	Week 1	
Review and organize SBT information	Week 1	
Check on CCW and Education Additant (EA) caseloads and schedules	Week 1	
Update student discipline binder	Week 1	
Prepare forms for student incentives	Week 1	
Update and prepare student discipline referrals	Week 1	
Prep for welcome assembly	Week 1 + 2	
Prepare forms for lunch monitor schedule/crossing guards	1st Week Sept.	
Have sign-ups for intra-mural games ready	1st Week Sept.	

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PARENTS

TASK	TIMELINE	DATE COMPLETED
Plan to meet or make contact with PAC president	Week 2	
Meet with PAC executive	Week 2	
Update PAC contact list	Week 2	
Work with PAC to clean and organize parent kitchen and bulletin board(s) and the year activities	Week 2	
Review any new parent requests for placement	Week 2	
Extra supply lists ready	Week 2	
Have/thought of a process for requests, etc.	Week 2	
First parent newsletter ready	End Week 1	
Plan for first day welcome for parents	Week 1	
School calendar/parent handbook ready to go	Week 1	

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SCHOOL START-UP TASK LIST: 1-2 WEEKS OUT

Courtesy John Horstead – Frost Road Elementary, SD#36

ADMINISTRATION / OFFICE TEAM

TASK	TIMELINE	DATE COMPLETED
CLASSROOM SUPPLIES		
Temporary schedules ready (e.g. PE, Music, Computer, Library)	Week 2	
Classroom emergency folders updated	Week 2	
Classroom first aid kits restocked/emergency preparedness	Week 2	
Update classroom phone passes, hall passes, etc.	Week 2	
Prepare supply packages for teachers	Week 2	
Paper and art supplies stored	Week 1	
Check on student planners, inventory and distribute	Week 1	
Check inventories and new supplies (e.g. gym equipment) – make any necessary additional purchase orders	Week 1	
OFFICE		
Signs on doors – new pockets/laminate	Week 2	
Organize medical room and supplies	Week 2	
Run off late slips/passes	Week 2	
Secretaries files sorted	Week 1	
Sort mail and courier bags	Week 1	
Organize and re-label staff mailboxes	Week 1	
Xerox and RISO meter read	Week 1	
Student attendance daily reporting/call backs	Week 1	
1st day registration – on site sign-up	Week 1	
Meet with office team	Week 1	
Accounts updated/budgets	Week l	
Assign teacher mailboxes	Week 1	
PHOTOCOPY UPDATED FORMS, NOTICES, ETC.		
Staff folders labeled/materials copied and collated	Week 2	
Set up sign-in book	Week 2	
Run off newsletter and put in mailboxes	Week 2	
Update late book log	Week 2	
TTOC phone list	Week 2	

Update school map and copy (post)	Week 2	
Update staff list and copy	Week 2	
Run off all forms to have on hand	Week 2	
Parent handbook calendar sent to print	Week 1	
TTOC handbook's copied	Week l	
Staff handbook updates copied	Week l	
Update staff phone tree and copy (confidential)	Week l	
Field study notices/forms	Week 1	
Update walking field trip notice and home for lunch note	Week 2	
Prepare volunteer application Form		
PRINCIPALS/VICE-PRINCIPALS		
Principal's goals and objectives	Week 1&2	
Review school plan	Week 1&2	
Schedule meeting with office team	Week 1	
Check computer lab & equipment – is everything working?	Week 1	
SCHEDULING		
Temporary schedules ready (e.g. PE, Music, Computer, Library)	Week 2	
Update gym user group schedule	Week 2	
Confirm temporary supervisory schedule	Week 2	
Update and confirm supervisory aide schedule	Week 1	

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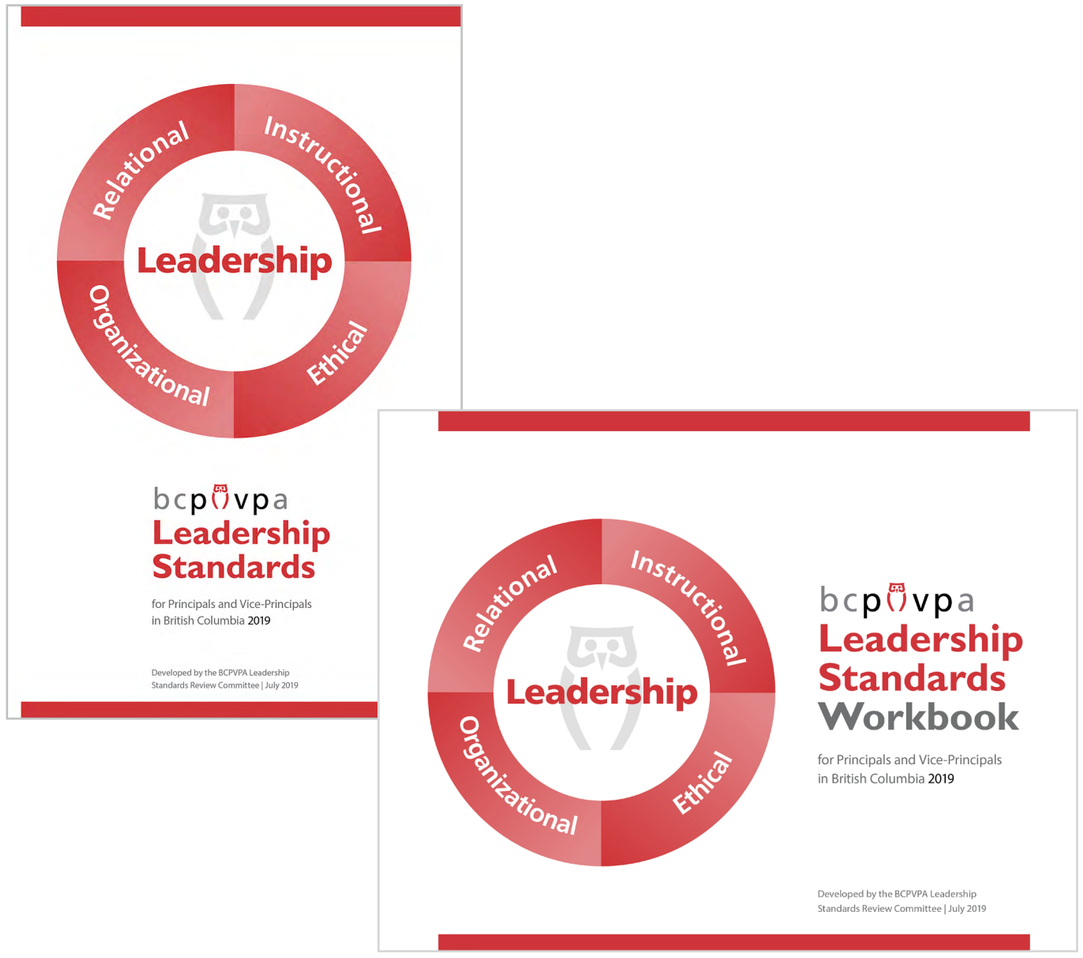
SECTION 8

APPENDICES

BCPVPA LEADERSHIP STANDARDS
FOR PRINCIPALS AND VICE-PRINCIPALS IN BC

Available for download here.



ACRONYMS FOR BC ADMINISTRATORS

ABCDE	The Association of BC Deans of Education
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AFL	Assessment for Learning
ASCD	Association for Supervision and Curriculum Development
BAA	Board Authority/Approved
BCAAN	BC Autism Assessment Network
BCASBO	BC Association of School Business Officials
BC CASE	BC Council of Administrators of Inclusive education
BCCPAC	BC Confederation of Parent Advisory Councils
BCPSEA	BC Public School Employers' Association
BCPVPA	BC Principals' & Vice-Principals' Association
BCSSA	BC School Superintendents' Association
BCSTA	British Columbia School Trustees Association
BCTF	British Columbia Teachers' Federation
CSF	Conseil scolaire francophone de la Colombie-Britannique
CUPE	Canadian Union of Public Employees
DART	District Assessment of Reading Team
DPA	Daily Physical Activity
DPAC	District Parent Advisory Council
ERAC	Education Resource Acquisition Consortium
ELL	English Language Learners
FBA	Functional Behaviour Assessment
FISA	Federation of Independent School Associations of BC
FNESC	First Nations Education Steering Committee
FOIPOP	Freedom of Information and Protection of Privacy Act
FSA	Foundation Skills Assessment
GSA	Gay Straight Alliance
IEP	Individual Education Program
ICM	Inter-ministerial Case Meeting
MCFD	Ministry for Children and Family Development
MOE	Ministry of Education
NASSP	National Association of Secondary School Principals
OECD	Organization for Economic Cooperation and Development
PAC	Parent Advisory Council
PHSA	Provincial Health Services Authority
PISA	Programme for International Student Assessment
POPARD	Provincial Outreach Program for Autism Related Disorders
RTI	Response to Intervention
SETBC	Inclusive education Technology British Columbia
TTOC	Teachers Teaching on Call
TQS	Teacher Qualification Service
TRB	Teacher Regulation Branch

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To find out more about professional development courses, workshops and initiatives available from the B.C. Principals' & Vice-Principals' Association visit bcpvpa.bc.ca

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