



POLICY COMMITTEE OF THE WHOLE - AGENDA

MONDAY, NOVEMBER 15, 2021

1:00 P.M.

via Zoom

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/62944288204?pwd=ekxkSFI4dUYzUGFVdWFUMmtkTUgzUT09>

Meeting ID: 629 4428 8204

Passcode: 742652

Mandate: To Discuss and make Recommendations to the Board on all matters related to Policy and By-laws.

Acknowledgment: We live, play and work on the unceded lands of the Coast Salish Peoples. We thank the Snaw-Naw-As and Qualicum Nations for sharing their territory with us.

1. Introductions of those present at the meeting
2. Items potentially going to First Reading (Intent and philosophy and edits)
 - 703 Student Fees and Band Instruments (Renamed to Auxiliary Services (Fees/Subsidies)
 - 704 Student Catchment Areas Cross Boundary and includes Transportation of Students by District Bus Service (previously numbered 7015 & 7054 respectively)
 - 705 Corporate\Community Sponsorships, Partnerships and Advertising in Schools.
3. Items potentially going to Second Reading (Line by Line content and edits)
 - 603 Employee Attendance Support
 - 700 Safe, Compassionate and Inclusive School Communities
 - 701 Student Discipline
 - 7002 Substance Use (Students) –To Rescind – included with 701
 - Physical and Health Education Curriculum: Provision for Alternate Delivery of Instruction – AP Only – Not needed??
4. Items potentially going to Third Reading (Final review)
 - 601 Employee Conflict of Interest
 - 604 Bullying and Harassment
 - 710 Resolution of Student and Parent Complaints
5. Future Topics – January Meeting
 - 7140 Reporting of Suspected Child Abuse and Neglect
 - 7144 Student Records (Direction is to combine with 9000 - Information Management and Access to be reviewed in May or June)
6. Next meeting:
 - Monday, January 17, 2022 (via Zoom or In Person TBD)



**AUXILIARY SERVICES (Fees/Subsidies)
STUDENT FEES AND BAND INSTRUMENTS**

Purpose

~~It is the intention of the Board of Education to permit schools to charge fees to students only in circumstances permitted by the School Act and in conformity with the attached Regulations attendant Administrative Procedure. No student shall be denied access to a program, course or class because of financial hardship. Fees may not be charged for programs, courses or classes which are required to complete educational programs essential for graduation.~~

Context:

The School Act S82 and S168 (2) (j) governs school related fees and rentals. Board of Education Fees (ministry order M236/07) and Provincial Fees (ministry order M140/89) further explains fees and rentals related to graduation from Schools in B.C.

Policy Statement:

The Board will charge fees as needed and in full compliance with the School Act and Ministry Orders. No student will be denied access to a program, course or class that is required for graduation because they cannot afford the fee.

Guiding Principles:

The Board believes that:

1. Every student has a right to complete a graduation program.
2. Any fees charged will be on a cost recovery basis.
3. A monthly boarding subsidy may be provided to eligible students to assist families with the costs associated with living away from home while pursuing graduation in a School District 69 school.

References:

- The School Act:
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section82
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_11#section168
- Ministry Orders:
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m236_07.pdf
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m140_89.pdf
- *Administrative Procedures to Board Policy 703: Auxiliary Services (Fees/Subsidies)*

Dates of Adoption/Amendments:

Adopted: 1979.07.01

Amended: 1984.07.04: 1988.02.14: 1988.12.21: 1990.08.29: 1991.09.24: 1991.12.17:
1995.09.26: 1999.03.23: Reviewed 2005.09.19: 2010.02.23: **2018.02.27**



AUXILIARY SERVICES
~~STUDENT FEES AND BAND INSTRUMENT RENTALS~~

Schools in which any student fees are to be levied must present their fee schedule to the Superintendent for approval by May 15 of each school year. Prior to June 30 each year, the Superintendent will present a schedule of fees for each school for Board approval.

Prior to the submission of the fee schedule to the Superintendent each school must present the proposed full fee schedule to the Parent Advisory Council of the school for consultation regarding the appropriateness and amount of the fees to be charged.

Each school must annually establish and communicate to parents procedures to facilitate participation by any student who would otherwise be excluded from, or experience hindered access to, a program, class or course.

In general, the Board permits schools to charge the following types of fees to students provided that the above conditions are met by schools:

- Schools may charge for, or request that parents/guardians provide for students, personal supplies and equipment which have not traditionally been provided by schools: writing tools, notebooks, binders, gym wear, basic art supplies, basic calculator, student planners and other supplies for a student's personal use.
- The rental or purchase of musical instruments for a student's personal use. No student will be denied participation in the instrument music program because of inability to pay for the rental of an instrument. Such cases will be determined by the teacher in consultation with the Principal of the school.
- Schools may charge students a returnable deposit for the use by students of school or district equipment or learning resources which are expected to be returned by students after use.
- Fees may be charged for optional school special events, clubs, sporting and social activities which are not regulated by the *School Act* and which are not essential to the educational curriculum of the school. The Board expects schools to be sensitive to the issue of student/family financial hardship in making decisions to sponsor or organize extra-curricular activities.
- Fees may be charged for optional field trips which are not essential to the educational curriculum. If such field trips occur during the normal operating hours of the classroom, the Board requires that students who do not participate in the optional field trip will be provided with quality alternative educational experiences.
- Fees may be charged where students opt to use materials of superior quality - for example, in a shop class - provided that all students have the option of selecting materials of satisfactory quality without charge.
- Fees may be charged for specialty academies in accordance with Specialty Academy provisions of the *School Act*.
- Students in "trades programs" (as defined in the *School Act*) may be required to provide their own tools, equipment and materials, or the Board may charge fees for the purchase or rental of these items as per the *School Act*.



AUXILIARY SERVICES
STUDENT FEES AND BAND INSTRUMENT RENTALS

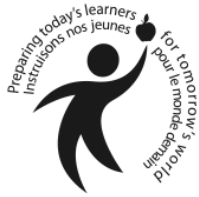
References:

- *The School Act*
- *Board Policy 703: Auxiliary Services*

Dates of Adoption/Amendments:

- Adopted: 2018.02.27
- Amended:

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STUDENT CATCHMENT AREAS – CROSS BOUNDARY TRANSFER

Purpose

The Board of Education has the responsibility to assign students to various schools in the School District, and authority to divide the District into areas for the purpose of assigning students to schools.

The Board of Education believes that, in general, students should attend schools designated by the Board for their particular attendance area. For purposes of school attendance, a student's residence shall be considered that of his/her parent(s) or legal guardian(s).

Parents may request permission for their children to attend schools outside their normal attendance area. Such a request may be made through submission of the Student Transfer Request form.

When such permission is obtained, parents will be expected to assume responsibility for transportation, or any additional costs incurred by granting of a cross-boundary transfer.

Context:

Under the School Act sections 74.1, 75, and 75.1, the Board has the responsibility to assign students to various schools in the School District, and authority to divide the District into catchment areas for the purpose of assigning students to schools.

Policy Statement:

Generally, students will attend schools within their catchment area based on the parent(s)/legal guardian's residence. In some circumstances crossing of catchment areas may be permitted upon request.

Guidelines:

1. Approval of transfer is to be based on space availability in the requested school.
2. Parent(s)/Legal Guardians will assume responsibility for transportation, or any additional costs incurred by granting of a cross-boundary transfer.
3. Bus transportation may be provided if space is available on the bus with all expenses paid for by parent(s)/Legal Guardian.

Definitions:

Space availability – may exist when there is expected, to be capacity to provide the student or applicant with an educational program appropriate to their needs.

References:

- The School Act (s74.1,s75,s75.1)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_06#section74.1
- Administrative Procedure to Board Policy 704: *Student Catchment Areas – Cross Boundary Transfer*.

Dates of Adoption/Amendments:

Adopted: 1979.09.01

Amended: 1987.10.28: 1986.08.27: 1988.12.21: 1991.09.10: 2002.10.22: 2003.08.26:

Review 2007:01:23: 2007.03.27: 2011.03.29: **2018.02.27**



ADMINISTRATIVE PROCEDURES to BOARD POLICY 70405 704

STUDENT CATCHMENT AREAS - CROSS BOUNDARY TRANSFERS

1. Changes in catchment areas, if required, shall be determined and approved by the Board not later than March 1, to be implemented in September.
2. Transfer of a student to a school outside of his/her catchment area will be considered upon written application of the parent to the Superintendent of Schools or designate, on or before the last Friday in March prior to Spring Break.
3. Approval of transfer is to be based on space availability in the requested school. Space availability is deemed to exist when there is expected, based on reasonable projections, to be capacity to provide the student or applicant with an educational program appropriate to his or her needs, taking into account physical and educational resources.

The Board of Education delegates to the Superintendent of Schools or designate, the decisions as to whether space is available in individual schools and educational programs.

Decisions on space and facilities availability will be made in consultation with the principal of the affected school and will be based on consideration of the following factors:

- the operating capacity of the school as defined by the Ministry of Education
- staff assigned to a school by the District
- the physical space in which instructional programs operate in the school
- the ability of the school to provide appropriate educational programs for the applicant and other students
- the needs of other programs located in the school

If space and facilities are determined to be available, enrolment in educational programs in the school will be offered in the following priority order, provided that application deadlines and requirements are met:

- catchment area child who attended the school during the previous school year
- other catchment area child
- non-catchment area child
- non-school district child

4. Students who reside within a defined school catchment area will be given placement priority up to September 30th of any school year. Transfer students may be returned to their catchment area school, or, upon a parent's request, to another District 69 school (subject to space availability) up to and including September 30th of any school year.
5. A student who has spent the previous school year in an approved cross-boundary placement at a District 69 school will be deemed to be a catchment area student for the duration of his/her attendance at the school. This status will be retained upon transition to the secondary school which students from that school would normally attend based on district catchment areas.



ADMINISTRATIVE PROCEDURES to BOARD POLICY 70405 704

STUDENT CATCHMENT AREAS - CROSS BOUNDARY TRANSFERS

6. Siblings of students (who, by nature of Regulation #5 above are considered “students of this school’s catchment area”) will, at the request of the parent through the completion of the district’s Student Transfer Request form, be considered catchment area students for this school.
7. Access to District programs, such as Collaborative Education Alternative Program (CEAP), PASS/Woodwinds Alternate School or French Immersion, is not subject to Transfer Request approval.
8. Transportation or transportation assistance will be provided (subject to Board Policy 7005) for a student who cannot attend his or her catchment area school because space is not available.
9. Transportation for a student choosing to attend a non-catchment area school or district program is the responsibility of the parent.

References:

- *The School Act (Sections 74.1, 75, and 75.1)*
- *Board Policy 704: Student Catchment Areas – Cross Boundary Transfer*
- *Board Policy 7054: Transportation of Students by District School Bus Service*
- *Cross Boundary Transfer Form*

Dates of Adoption/Amendments:

Adopted: 1979.09.01

Amended: 1987.10.28: 1986.08.27: 1988.12.21: 1991.09.10: 2002.10.22: 2003.08.26:
Review 2007:01:23: 2007.03.27: 2011.03.29: 2018.02.27: **2018.04.24**



CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND ADVERTISING IN SCHOOLS

Purpose

The Board of Education acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community, and encourages community groups, businesses, corporations, labour groups, civic organizations, industries, government agencies, colleges, universities, and others to work with District staff to explore opportunities of this nature.

Acceptable sponsorships/partnerships provide benefits to the educational, cultural, artistic or athletic programs of students through the donations/contributions of products, services or money to a school or the School District. The Board wishes to secure sponsorships/partnerships that are consistent with the values, principles, and objectives of the School District.

The Board believes that it is appropriate to recognize, thank or publicly acknowledge a sponsor's support. Sponsors may be recognized in a dignified and appropriate manner in programs, directories, press releases, newsletters, assemblies and posters. Use of corporate logos and slogans should be modest. There shall be no actual or implied obligation to purchase the product or services of the sponsor.

Where financial considerations are involved as a result of education-business relationships, revenue opportunities for the Board or school shall be optimized. The revenues acquired through sponsorships, partnerships or donations will be used to complement and not replace public funding for education.

While encouraging business and community relationships, the Board recognizes that it has a responsibility to provide as safe, caring and inclusive an environment as possible for all students and recognizes the privacy of parents and teachers. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propoganda materials that are inflammatory in nature or contrary to District values.

This Policy does not apply to contracts where a service or product is provided to the Board for a fee or to other arrangements the Board enters into in order to manage its operations.

Definitions

Sponsorship – refers to an organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service. Generally sponsorships shall be for a specific, short term and limited purpose usually no more than one year in duration. Long-term sponsorships may be acceptable provided there is commensurate recognition through appropriate sized contributions to the school or School District. There will be no provision for automatic renewal or extension of the agreement and will be subject to an evaluation process.

Donation – means money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

Partnership – is a collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

School Partner Groups – may include the Parents' Advisory Council (PAC), District Parent Advisory Council (DPAC), teachers and support staff.



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Context:

The Board has fiduciary responsibility for ensuring that students are free being influenced through corporate sponsorships, partnerships and/or advertising. We recognize the power of sponsorships, partnerships and advertising to “brand” students.

Policy Statement:

The Board acknowledges that corporate sponsorships, partnerships and advertising can be beneficial to public education. However, the board reserves the right and responsibility to carefully vet and manage these relationships to ensure students are not being unduly influenced or branded.

Guiding Principles:

1. The Board supports the development of healthy and sustainable education-business relationships between the Board, its schools, and the community.
2. The Board encourages, businesses, corporations, labour, community and civic groups, government and educational agencies to seek collaborative partnerships.
3. All sponsorships/partnerships must be consistent with the values, principles, and objectives of the School District.
4. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for propaganda materials that are inflammatory in nature or contrary to District values.
5. Instructional materials bearing logos and/or advertising promoting ideological and/or commercial interests are discouraged.
6. Partnerships over more than one school year or \$25,000 must be contracted. (Refer to [Policy 101 Tendering Purchase and Disposal](#))
7. Commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

Definitions:

Sponsor - An organization or commercial enterprise providing financial support or goods or services for an activity, series of activities, program or service.

Donation - Money, goods or services given to a school or the School District with no expectation of reciprocal provision of goods or services to the donor.

Partnership - A collaborative relationship between the Board and an organization or business wherein the resources of the Board and the partner are combined to enhance the quality and relevance of the educational program provided by the Board.

References:

Administrative Procedure to Board Policy 705: Corporate Community Sponsorships, Partnerships and Advertising in Schools.

Dates of Adoption/Amendments:

Adopted: **2018.02.27**

Amended:



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 7059 706

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

Purpose

The Board acknowledges that corporations, businesses and service organizations may from time to time choose to support financially and/or materially public school activities through sponsorships or partnerships. The Board supports the development of sustainable education-business relationships between the Board, its schools, and the community provided they do not compromise the District's commitment to maintaining **safe, caring and inclusive schools**.

The Board or, in the case of a school, the Principal or designate, in consultation with school partner groups, shall have the authority to decline any form of donation, sponsorship or partnership that is inconsistent with the values, principles or policies of the School District or the particular school.

No employee of the School District shall accept a personal gift in cash or kind, or benefit from the corporate sponsor or donor. Corporate involvement programs shall not limit the discretion of the schools, teachers, and the School District in the use of sponsored materials.

The following points should be considered in determining whether to allow a request for access to teachers or students or to accept a donation, sponsorship or partnership agreement:

- Will not lead to exploitation of the students
- Does not imply endorsement of the school or the Board
- Offers significant educational, cultural, artistic or athletic benefits or social values for students
- Expected acknowledgement is dignified, modest, reasonable and consistent with this policy
- Is not primarily to solicit sales
- Ensures protections against claims that are false or misleading
- Involves minimal intrusion into instructional time
- School or School District has sufficient funds to pay the costs of installation, on-going maintenance, repairs and training
- Donated goods and services are held to the same standard used for the selection and purchase of curriculum materials.

Sponsorships or sponsorship agreements exceeding \$5000 in amount or longer than one (1) year in duration shall be confirmed by contract through the School District. Proposals shall be sent to the Secretary Treasurer's office with a detailed rationale to obtain appropriate approvals and/or draw up proper legal agreements in consultation with all stakeholder groups.

Each sponsorship arrangement should have an agreed upon sponsor acknowledgement plan prior to accepting the sponsorship or donation. The sponsor acknowledgement plan shall be approved by the school principal in consultation with the education partner groups for school level sponsorships. The Secretary Treasurer's office will ensure the sponsor acknowledgement plan is acceptable and consistent with this policy for District-wide sponsorship agreements.

Sponsor or partner activity must not infringe on any collective agreement or labour relations' practices.



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

Advertising

In general, the sales, the promotion of sales or the support to sales by canvassing, advertising or by other means on the part of any commercial enterprise may be seen as a violation of the safe and secure environment for students or an invasion of the privacy of parents or teachers. Therefore, commercial enterprises will not normally be permitted access to teachers and students either directly on school property or indirectly through the use of School District or school mailing information or systems.

Limited or selected advertising may be permitted in school or School District publications, provided that it meets standards of good taste and does not conflict with educational objectives. Some requests by individuals or agencies for access to teachers and students are reasonable and contribute to the teaching-learning programs in schools. Recognized charitable organizations and agencies and other organizations having educational and community services attributes may be allowed the opportunity to approach school principals or designated Board staff at the discretion of the Superintendent.

Distribution of materials supplied by genuine, community-oriented organizations may be authorized by the Superintendent, provided that they do not demand undue disruption of school time or routine, and provided that they do not contain political, religious or inflammatory material/messages/images which might create unfavourable community reaction and/or run counter to School District values.

Partnerships

The Board supports and encourages partnerships that:

- Treat the educational and personal welfare of students as the paramount concerns and are in accordance with the highest ethical standards and considerations
- Address an identifiable educational or operational purpose or need consistent with the School District's strategic priorities, statements of purpose, and the provincial goals of education
- Increase the equitable access of students to high quality educational programs, service or learning resources.

Education-business relationships shall be designed to support the curriculum, enhance the quality and relevance of learning, and be relevant to the Board's desired educational outcomes. Care must be taken to ensure that neither schools nor students are exploited through the partnership activities. Any direct involvement by students in a workplace setting shall be for reasons that are educationally relevant and consistent with the principles governing cooperative education.

Where the Board is approached by organizations to participate in education-business ventures that will involve co-development of products or services related to education, it is expected that these products/services will be marketable and hence will generate revenue for the Board.

It is important that a school or the School District regularly give public acknowledgement to the direct and/or indirect contributions of business partners to school or School District educational programs. The school or School District shall undertake a review of the goals, objectives and



**CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS**

outcomes of each partnership annually. This must involve input from both partners. The review should allow for revisions to and updating of the partnership agreement.

Donations

The School District is able to issue tax receipts for cash donations and donations of furniture, equipment or similar items valued \$1000 or less. In accordance with Canada Revenue Agency's Policy 413, donated items valued at more than \$1000 must be independently assessed by a third party before the School District can issue a tax receipt. A sponsorship payment from a business for which the business receives a material advantage such as promotion or advertising (for example, in a press release) as part of an acknowledgement plan may not be eligible for a tax receipt under Canada Revenue Agency's rules.

New or used equipment must be at a standard acceptable for use in classrooms and schools and meet School District specifications. Equipment must be installed according to the standards of the School District. The school principal shall consult with the appropriate Board office staff to make this determination. The school and/or School District must consider costs of installation, maintenance, repairs, and training, where necessary, to ensure funds are available to support the acquisition of the donated equipment. If accepted, donations shall become the property of the School District.

Parent Advisory Council (PAC)

A school's Parent Advisory Council (PAC) is often a successful fund-raising group whose efforts facilitate the acquisition of equipment, goods or services in support of the school. Decisions on the methods of raising funds for the school shall be made in consultation with the school's Principal in accordance with School District policies and administrative procedures.

Reference:

- *Board Policy 706 - Corporate/Community Sponsorships, Partnerships and Advertising in Schools*

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended:



EMPLOYEE HEALTH, WELLNESS, AND ATTENDANCE SUPPORT

Page 1 of 1

Context:

The Board of Education's primary role is to support and educate students and it depends on the contributions of employees to fulfill this role. This policy stems from the Board's sincere desire to help all employees achieve and feel their best in the workplace, and it links with the Board's strategic priority for social-emotional learning, which includes a commitment to health and well-being for all. Employee health, wellness and attendance has a direct impact on a positive working and learning environment, contributes to the optimum functioning of our organization, and creates the conditions for employees, students and families to succeed.

Policy Statement:

The Board is committed to ensuring that there are systems and processes in place to:

1. support workplace wellness, including psychological health and safety in the workplace;
2. give employees the relevant tools, resources, and services they need to be successful and engaged at work;
3. support optimal employee attendance; and,
4. support effective return to work/stay at work plans, including workplace accommodation as reasonably possible.

Guiding Principles:

The Board believes that:

1. supporting and promoting the health and wellness of employees is an integral component in developing compassionate learning communities;
2. developing positive and healthy relationships across the school community helps everyone feel connected, supported and valued;
3. an inclusive workplace that offers equal opportunities and is free from discrimination creates an environment of dignity and respect for human rights; and,
4. regular and consistent attendance ensures that employees can apply the valuable skills and knowledge for which they were hired. ~~and also ensures continuity for students.~~

References:

- [Ministry of Education Mental Health in Schools Strategy](#)
- Canada Human Rights Act, RSC 1985, C. H-6

Dates of Adoption/Amendments:

Adopted: 81.02.18:

Amended: 84.04.04: 87.10.18: 89.06.28: 91.04.23: 91.09.10: Board Review – October 2000: 01.04.03: 08.02.26: **17.10.24**



EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

PURPOSE

1. The purpose of this procedure is to:
 - a. set out the process for managing short and long term medical absences, as well as the District's attendance support program and its accommodation program;
 - b. clarify roles and responsibilities;

SCOPE

2. This procedure applies to all regular and casual employees of School District, including those who work off site or virtually.

RESPONSIBILITIES

Employees

3. Implicit to the employment relationship is the obligation for all employees to perform their work on a regular and dependable basis. Employees are expected to be punctual, present at their designated worksite, and actively engaged in work activities associated with their jobs during designated work hours.
4. Employees are responsible for:
 - a. attending work regularly and consistently according to their work schedule;
 - b. ~~taking reasonable measures to maintain good health and to seek assessment, treatment, or seeking support when needed to ensure they are healthy and able to attend work;~~
 - c. actively communicating needs for support and providing relevant information to the School District to facilitate an accommodation process;
 - d. attending personal issues and non-urgent medical treatments/appointments at dates and times that do not conflict with their work schedule wherever possible;
 - e. reporting all absences, even if a replacement is not required by logging their absence in Power School (or calling the Dispatch Clerk if a spare employee);
 - f. **to the extent possible,** maintaining contact with the District for the duration of their absence, keeping their supervisor and Human Resource informed of their recovery progress, the date of their anticipated return to work, and any issues that may impede on their ability to return to work;
 - g. logging their absence each day **they are away, unless they have provided a medical certificate confirming their specific period of absence as required.**~~that their absence will be for a longer period of time.~~
 - h. **providing a medical certificate for any absences of 11 days or more.**

Supervisors

5. Supervisors play an important role in supporting employee attendance at work. Through regular contact with their employees, supervisors are in the best position to respond to



EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

attendance problems as they arise. They also have a significant impact on establishing a working climate that favours regular attendance.

6. Supervisors are responsible for:
 - a. supporting employees in accordance with the attendance procedures;
 - b. consistently and regularly communicating the School District's expectations for employee attendance and the impact that absenteeism **can cause** ~~(including disrupted work schedules, increased costs and potential increased workload for fellow employees, disruption of student learning);~~
 - c. in conjunction with Human Resources, monitoring and reviewing employee attendance levels and ensuring the accuracy of attendance reports;
 - d. using pro-active and sensitive conversations to support employees who are identified as having higher than average absences or patterns of absences, **with union representation;**
 - e. ensuring that attendance issues are addressed confidentially with consistency, fairness and respect.
 - f. acknowledging an employee's achievements if they showing improved or exemplary attendance.

Human Resources

7. The Director of Human Resources or designate will be responsible for:
 - a. attendance support;
 - b. ensuring that employees are aware of the attendance procedures;
 - c. maintaining with contact employees during periods of absence;
 - d. requesting and handling medical information from employees in accordance with the BC Human Rights Code and the Freedom of Information and Privacy Protection Act;
 - e. supporting supervisors with their responsibilities and ensuring that the attendance support program is applied in consistent, fair and respectful ways that respond to the unique needs and circumstances of individual employees;
 - f. monitoring the effectiveness of the Attendance Procedures, including the Attendance Support Program, with reports to the Senior Leadership Team.

In addition to the above, any employee absent for 6 days or more without a medical certificate may be contacted by Human Resources.

Trade Union

8. Unions are an important resources and support for employees, ~~and unions are encouraged to~~ **It is understood that unions** provide support to employees who are identified by the Attendance Support Program by:
 - a. ensuring employees are treated fairly, consistently, and with respect at all stages of the program;



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 603 –
EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

- b. providing advice and support to members; and,
- c. collaborating with the Human Resources and the employee's Supervisor to seek support for employees when needed and/or on efforts to improve employees' health, wellness and attendance.

References:

- Board Policy 603: Employee Health, Wellness and Attendance Support
- [Ministry of Education Mental Health in Schools Strategy](#)
- Canada Human Rights Act, RSC 1985, C. H-6

Dates of Adoption/Amendments:

Adopted: 81.02.18:

Amended: 84.04.04: 87.10.18: 89.06.28: 91.04.23: 91.09.10: Board Review – October 2000: 01.04.03: 08.02.26: **17.10.24**

DRAFT



EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

Appendix 1 – Definitions

Absence	An employee will be deemed absent if they have been scheduled to work and are not present at work. Approved leaves and vacation are not included in this definition for the purpose of this policy and administrative procedure.
Culpable Absence	Failure to be present at work as a result of factors within the employee’s control, e.g. failure to notify, absence without leave, abuse of leave (i.e. invalid use of sick leave) and chronic tardiness or leaving early without notification or excuse.
Non-Culpable Absence	Failure to be present at work due to factors over which the employee has little or no control, including but not limited to: <ul style="list-style-type: none"> • physical or mental illness, injury or mental conditions including those constituting disability for which accommodation is required under the BC Human Rights Code; • family responsibilities including those for which accommodation is required under the BC Human Rights Code; • Unpaid leaves to which employees are entitled to under BC Employment Standards Act, including maternity leave, sick leave, parental leave, bereavement leave, compassionate and family care leave, and any other leaves to which employees are entitled under the terms of their collective agreement or individual employment contract.
Accommodation	Taking steps to adjust rules, policies, practices or situations that have a negative impact on an individual or groups, protected under the Canada Human Rights Act.
Inclusive Workplace	Is a workplace where all employees have the opportunity to contribute and participate in the workplace in a barrier free environment.
Undue Hardship	Occurs when accommodation adjustments to the workplace would be prohibitively expensive, or create undue risks to health and safety. Each situation will be viewed as unique and assessed individually. A claim of undue hardship must be supported with facts and an analysis of options.
Modified Duties	Changes to assigned work tasks, methods, equipment, work station, or schedule.



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Alternate Duties	A different job in the same work area or another work site.
Restrictions	Tasks that an employee is not capable of performing due to predictable risk of medical harm.
Limitations	Describes the level of ability and the activity that a person is able to tolerate.

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SAFE, CARING COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

CONTEXT:

In accordance with international, federal, and provincial laws and protocols, schools must be safe, compassionate and inclusive communities of learning. The B.C. Curriculum Core Competencies, and Ministerial Order 276/07 (M341/16) mandate the need for specific school and district-based systems that maintain and enhance positive and respectful climates within all schools. The Board strongly upholds the “recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, peace and justice in the world.” (Preamble UN Universal Declaration of Human Rights.)

POLICY STATEMENT:

The Board supports all and any actions that contribute to the establishment and maintenance of a safe, compassionate and inclusive school community as outlined in international, federal and provincial rights legislation. Active and persistent work to teach, model and encourage positive social behaviour is expected at all levels of our organization.

GUIDING PRINCIPLES:

The Board believes that:

1. All schools must provide a positive, responsive, safe, compassionate, and inclusive environment for all learners.
2. Educational equity is paramount and we must recognize and celebrate diversity in our schools and community.
3. School Districts must work with all community partners to actively develop and collaboratively maintain protocols that support safety and inclusion while protecting against any violence or safety concerns.

The Board expects that:

1. Each school will establish procedures, protocols and practices that create and enhance safe, compassionate and inclusive environments. These will be evident in each school's code of conduct.
2. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
3. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
4. District wide professional learning for educators will continuously provide best practices.
5. All staff shall have a clear understanding of the impacts of trauma, including intergenerational trauma, and actively practice trauma informed teaching and intervention.
6. The right of individuals to be different, and to consider themselves different will be respected as long as their individual expression does not compromise a safe, compassionate and inclusive environment.



SAFE, CARING COMPASSIONATE, AND INCLUSIVE SCHOOL COMMUNITIES

REFERENCES:

- *Administrative Procedure: Safe, Caring, Compassionate and Inclusive School Communities*
- *Board Policy 7004 701: Student Discipline and its attendant Administrative Procedure*
- *B.C. Human Rights Code as of July 2021*
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/00_96210_01
- *Violence, Threat-making, Risk and Threat Assessment Community Protocol*
https://www2.gov.bc.ca/assets/gov/erase/documents/vtra_protocolguide.pdf
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m276_07.pdf
- *SOGI 1 2 3* <https://www.sogieducation.org/>
- *Universal Declaration of Human Rights (United Nations)*
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- *Canadian Charter of Rights and Freedoms*
<https://www.canada.ca/content/dam/pch/documents/services/download-order-charter-bill/canadian-charter-rights-freedoms-eng.pdf>
- *Ministry of Education Province of B.C. Core Competencies*
<https://curriculum.gov.bc.ca/competencies>



Purpose

The Board of Education recognizes its responsibility to provide safe, caring compassionate and inclusive learning environments in our schools. Bullying, intimidation, discrimination, harassment and violence are behaviours that can disrupt a student's ability to learn and interfere with the school's ability to maintain an appropriate learning environment. Therefore, bullying, intimidation, discrimination, harassment, or violence constitute serious misconduct that warrants appropriate intervention should it occur and the implementation of educational programs and administrative measures that are designed to prevent it from occurring.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the bullying, intimidation, discrimination, harassment, or violence toward adults by students.

Bullying, intimidation, discrimination, harassment, or violence by adults toward students or of adults by other adults are similarly prohibited but are governed by procedural guidelines in other school district administrative procedures - Collective Agreements, Human Rights and Workers Compensation Legislation and in *the Criminal Code of Canada*.

School Codes of Conduct

The Board of Education believes that a Code of Conduct with broad support of the students, parents, teachers, staff and administrative personnel greatly contributes to a safe and effective learning environment. The Board of Education also believes that there should be ongoing communication and consultation regarding behavioral expectations of students within the school community.

The Board of Education supports the values expressed in the *BC Human Rights Code* respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical and mental disability, sex, sexual orientation, gender identity or expression, and age.

Principals and Vice-Principals shall establish, with the involvement of students, parents, and staff a Code of Conduct for the school. This Code of Conduct shall be in compliance with the *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*.

1. This code shall establish expectations for student conduct:
 - a. within the school facility in all school programs and activities
 - b. outside the school facility in all school programs and activities
 - c. going to and from school, when the school deems it to be appropriate
2. Principals and Vice-Principals have the overall responsibility to see that Codes of Conduct are enforced and have paramount authority for the discipline of students.
3. All adults in the school are expected to be vigilant and to act thoughtfully and responsibly in ensuring the safety and security of the students and the building.



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SAFE, CARING COMPASSIONATE AND INCLUSIVE SCHOOL COMMUNITIES

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4. Strategies are to be in place for active teaching and promotion of the behavioural expectations outlined in the Code of Conduct.
5. Significant breaches of the Code of Conduct and related disciplinary/restorative responses will be noted in the district student information system.
6. The Code of Conduct will clearly state a range of consequences for inappropriate behavior.
7. The school's Code of Conduct will be informally reviewed annually with input from students, staff, parents, and administration. Confirmation of the review will be filed with the Superintendent of Schools or designate by April 15th of each school year (*attached form*).
8. Each school's Code of Conduct shall be filed with the Superintendent of Schools or designate by July 15th, annually and submitted for approval by the Board of Education at its September Regular Board Meeting.
9. The school's Code of Conduct shall be posted publically.
10. All reasonable steps will be taken to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.

Student Dress Code

1. Each school is required to develop, in consultation with students, parents, teachers, staff and administrative personnel, a school dress code.
2. The school's dress code may be incorporated into the school's student Code of Conduct.
3. The school's dress code should guide and support students and parents to making appropriate individual choices around attire suitable for a learning environment.
4. The school's dress code may be reviewed annually by students, parents, teachers, staff and administrative personnel as part of the Code of Conduct.

Education for Prevention of Bullying, Intimidation, Discrimination, Harassment and Violence

The Board expects that each school in the district will ensure:

- a. that communication with parents, at least annually, includes emphasis of the seriousness with which the district regards bullying, intimidation, discrimination, harassment, or violence and the provisions of this administrative procedure.
- b. that students are informed on an annual basis, in language appropriate to their age level about the following:
 - the definition of bullying, intimidation, discrimination, harassment, and violence



- the expectations of the district for student conduct with regard to bullying, intimidation, discrimination, harassment, and violence - including the obligation of students to report to adults incidents of bullying, intimidation, discrimination, harassment, or violence
- the interventions listed in this administrative procedure

The Goals for SOGI Inclusive Education in School District No. 69 (Qualicum) are as follows:

Visibility

The diversity of sexual orientations, gender identities and expressions are recognized and valued.

Protection

The dignity of all people across the sexual orientation and gender identity (SOGI) spectra is preserved and protected from harm.

Inclusion

Equitable treatment and inclusion are a reality for people of all sexual orientations, gender identities and gender expressions.

How We Are Committing Ourselves to Achieving These Goals:

Developing Common Language and Understandings

Staff and learners will be well-informed and equipped with appropriate and respectful language. We acknowledge that language is ever evolving and that the individual is always the expert on how they may identify and when it comes to the language or terms they consider respectful and inclusive.

Glossary of SOGI Terms for Staff and Learners to Support and Inform our Work:

Agender - Describes a person who identifies as having no gender.

Ally - A person who supports and stands up for the rights of LGBT people.

Asexual - Describes a person who experiences little or no sexual attraction to others. Asexuality is not the same as celibacy.

Assigned sex at birth - The sex (male or female) assigned to a child at birth, most often based on the child's external anatomy. Also referred to as birth sex, natal sex, biological sex, or sex.

Bisexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender and people of other genders.

Cisgender - A person whose gender identity and assigned sex at birth correspond (i.e., a person who is not transgender).



Gay - A sexual orientation that describes a person who is emotionally and sexually attracted to people of their own gender. It can be used regardless of gender identity, but is more commonly used to describe men.

Gender binary structure - The idea that there are only two genders, boy/man/male and girl/woman/female, and that a person must strictly fit into one category or the other.

Gender dysphoria - Distress experienced by some individuals whose gender identity does not correspond with their assigned sex at birth.

Gender expression - This term describes the ways (e.g., feminine, masculine, androgynous) in which a person communicates their gender to the world through their clothing, speech, behavior, etc. Gender expression is fluid and is separate from assigned sex at birth or gender identity.

Gender fluid - Describes a person whose gender identity is not fixed. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more one gender some of the time, and another gender at other times.

Gender identity - A person's inner sense of being a boy/man/male, girl/woman/female, another gender, or no gender.

Gender non-conforming - Describes a gender expression that differs from a given society's norms for males and females.

Gender role - A set of societal norms dictating what types of behaviors are generally considered acceptable, appropriate, or desirable for a person based on their actual or perceived sex.

Heterosexual (straight) - A sexual orientation that describes women who are emotionally and sexually attracted to men, and men who are emotionally and sexually attracted to women.

Lesbian - A sexual orientation that describes a woman who is emotionally and sexually attracted to other women.

Non-binary - Describes a person whose gender identity falls outside of the traditional gender binary structure.

Pansexual - A sexual orientation that describes a person who is emotionally and sexually attracted to people of all gender identities.

Queer - An umbrella term used by some to describe people who think of their sexual orientation or gender identity as outside of societal norms. Some people view the term queer as more fluid and inclusive than traditional categories for sexual orientation and gender identity. Due to its history as a derogatory term, the term queer is not embraced or used by all members of the LGBT community.

Questioning - Describes an individual who is unsure about or is exploring their own sexual orientation and/or gender identity.



Sexual orientation - How a person characterizes their emotional and sexual attraction to others.

Transgender - Describes a person whose gender identity and assigned sex at birth do not correspond. Also used as an umbrella term to include gender identities outside of male and female. Sometimes abbreviated as trans.

Two-Spirit - Describes a person who embodies both a masculine and a feminine spirit. This is a culture-specific term used among some Native American, American Indian, and First Nations people.

(Credit: National LGBT Health Education Centre)

Providing Safe and Inclusive Learning Environments

Staff will commit to both proactive measures and responsive actions in order to ensure that sexual orientation and gender identity are not barriers to learner participation in all aspects of school life or a factor in their safety/wellbeing while in our care.

Recognizing the Right to Self-Identification

Learners will have the right to self-identification, which includes the name by which they wish to be addressed and the preferred pronouns that correspond to their gender identity.

Protecting Confidentiality

Learners will have the right to the confidentiality of their official and/or preferred sex, gender, and name.

Broadening Dress Guidelines

Learners are entitled to gender expression through what they wear to school. Dress codes are to support and guide appropriate learner choice in this regard.

Offering Integrated and Inclusive Activities

We will strive to offer integrated and inclusive activities which enable learners to participate in teams and groups that they feel correspond with their gender identity. Students will be included and accommodated in activities regardless of their sexual orientation or gender identity, including support to set up a Gender-Sexuality Alliance/Gay-Straight Alliance or similar clubs.

Providing Training to Staff

All staff will be provided with knowledge, strategies and tools to develop a broad understanding of SOGI issues and to inform their practices in working with learners.

Promoting Inclusive Learning Experiences

Staff will ensure that classroom materials and activities will contain positive images and accurate information about sexual orientation, gender identity and gender expression.



Providing Safe, Respectful and Inclusive Facilities

Learners may choose to use washrooms and change rooms that match their gender identity. Staff will endeavor to provide washroom and change room options that support and honour learner choice.

Complaints of Bullying, Intimidation, Discrimination, Harassment, or Violence

An allegation of bullying, intimidation, discrimination, harassment, or violence shall be made informally through a verbal report to a staff member or, more formally, in writing to the Principal or Vice-Principal of the school or a district administrator. A trusted adult may accompany students making complaints.

Complaints may be made anonymously but those making such complaints should understand that an anonymous complaint might not be resolved satisfactorily due to the limitations placed on an investigation by anonymity.

Persons lodging complaints may request that their identity be kept confidential for fear of reprisal. Staff should endeavour to honour such requests but any person lodging a complaint must be informed that due process may, at some stage of the investigation and intervention process or of a subsequent legal process, require the District to release all information.

All staff are responsible for receiving complaints of bullying, intimidation, discrimination, harassment, or violence and for ensuring that the most appropriate staff member is informed of the complaint.

Falsely Reporting Bullying, Intimidation, Discrimination, Harassment, or Violence

It is a violation of this district administrative procedure to knowingly report false allegations of bullying, intimidation, discrimination, harassment, or violence. Persons found knowingly to have filed a false report will be subject to appropriate discipline and/or the filing of a complaint with other appropriate authorities.

Retaliation

No student, school employee, parent or volunteer may engage in reprisal or retaliation against a victim, witness, or other person who brings forward information about an act of bullying, intimidation, discrimination, harassment, or violence. Reprisal/retaliation or shunning/isolation is prohibited and will result, where appropriate, in discipline and/or in the filing of a complaint with other appropriate authorities.

Possession or Use of Weapons

The District considers the possession or use of any weapon or simulated weapon by anyone on or near school premises to be a serious threat to the school environment and to the safety of students and staff. Staff are to take appropriate action to ensure the safety and well-being of students and staff.

Violent incidences must be documented as indicated and reported to the student's parents and a Violence, Threat-Making and Rapid Assessment (VTRA) completed.

Where a Principal/Vice-Principal reasonably believes that a person on or near school premises is in possession or has used a weapon, that person shall:



- a. invoke the appropriate All Hazards Emergency Procedure in order to minimize the risk of injury to any person
- b. immediately notify the police and the Superintendent of Schools or designate
- c. ensure the weapon is removed from school premises (confiscated)
- d. contact parent/guardian

Resultant consequences will range from school disciplinary action to charges being laid by the police depending on specific circumstances.

Investigation

All complaints of bullying, intimidation, discrimination, harassment, or violence will be taken seriously and will be followed up in a timely manner. In cases a criminal offence has occurred, the school or district administration will notify the RCMP. Similarly, in all cases where child abuse is suspected, a report will be made to the appropriate ministry. An investigation of bullying, intimidation, discrimination, harassment, or violence shall include obtaining input from the person(s) alleged to have been harmed by the behaviour, from the alleged perpetrator and from one witness, (if one exists) to the alleged behaviour.

More intensive interviewing of those involved and/or of witnesses may be required at the discretion of the investigator, depending on the nature of the behaviour or incident.

Intervention

When there is a finding that misconduct has occurred, intervention will be:

- appropriate to the degree of misconduct
- educative, preventive and/or restorative
- implemented in a timely manner
- appropriate intervention may include, for example, one or more of the following actions:
- an opportunity for those harmed by the behaviour to explain to the perpetrator that his/her conduct is unwelcome, offensive or inappropriate either in writing or face-to-face
- a statement from the Principal/designate to an individual that such behaviour is not appropriate and could lead to discipline
- a general public statement from the Principal/designate to the school as a whole which outlines this administrative procedure without identifying those involved or revealing details of previous behaviour or incidents
- arranging measures which are designed to provide those harmed with restitution of status or sense of self-worth
- counselling or educative measures designed to support any students involved with bullying, intimidation, discrimination, harassment, or violence – including both those who may have been harmed and those who are responsible
- disciplinary measures up to and including suspension or expulsion from a regular educational program
- notification of other agencies as deemed by the Principal/designate to be appropriate or legally required



Student Locker Searches

A student locker search may be undertaken if there are reasonable grounds to believe that a school rule has been or is being violated and that evidence of the violation will be found in the student's locker.

1. All requests/questions regarding student locker searches will be referred to the Principal of the school.
2. Students shall be advised at the time they are assigned a locker of the following Rules and Conditions of Use under which the locker is assigned:

The locker is assigned to a student for use during the school year based on the following rules and conditions of use:

- a. Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
- b. Only approved locks may be used on student lockers and the combination of the lock must be registered at the office.
- c. No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
- d. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school policies and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.
- e. Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.
- f. If any student has reason to believe that any locker contains anything which would threaten the safety of other students, staff or any other person, that student is expected to immediately report the information to a teacher, Vice Principal or Principal. The name of the student making the report will be kept confidential.

Questioning of Students by Law Enforcement Authorities

School and District administration should be aware of the current provisions and requirements of the *Youth Criminal Justice Act* and other pertinent legislation.

Issues of particular importance to school and District administration in current legislation are:

- a. the 'ban on publication' provisions which seek to protect the identity of young offenders or those accused or suspected of committing an offence
- b. the potential admissibility of all statements made by students to school authorities

The RCMP School Liaison Officer is authorized to discuss police matters directly with students at the school and, where appropriate or required by law, make contact with the parent or guardian of a student being questioned. This does not preclude the questioning of students by other RCMP officers who have the legal right to do so.

Where practicable, the designated RCMP School Liaison Officer should be involved when students are to be questioned by police.



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Should the parent or guardian not be available, the Principal or designate may, with the agreement of the student, act in loco parentis with his/her primary concern being the protection of the rights of the student.

No school district employee shall act or be required to act as a representative of the police.

Routine cooperation with the police, where such cooperation is a legal or reasonable expectation of school and district personnel such as providing student contact information or arranging meeting space, does not constitute acting as a representative of the police.

The Principal or designate acting in loco parentis in a police investigation shall not assume the lead role in subsequent school investigations or outcomes related to the matter(s) originally under investigation.

Unless otherwise instructed by the RCMP, the Principal or designate (as soon as practicable) shall inform the parent and/or guardian of any case where a student is accused of an alleged offence or is apprehended.

The Principal or designate shall proceed with any school-level investigation and/or other discipline-related steps as necessary pursuant to school and district policy.

The Principal or designate shall make it clear to students and parents that school-related consequences may be determined separately from the police investigation and outcomes, and that information gained from statements by students to police may result in school and/or school district level consequences.

Violence, Threat, Risk Assessment (VTRA)

Trained multidisciplinary teams at both the school and district level will be guided by the *Assessing Violence Potentials: Protocol for Dealing with High-Risk Student Behaviours* when responding to threats.

Each school is to review this threat assessment policy with all staff and students at the beginning of each school year as well as with the school PAC, and with parents/guardians through the school newsletter and/or website in order to provide "Fair Notice" that each threat will be taken seriously.

Students and staff who become aware of a threat have a duty to inform the school Principal/Vice Principal immediately.

The Principal or Vice Principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school Code of Conduct as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.

The School Threat Assessment Team is to be notified of all threats or violent situations and will coordinate the school's Threat Assessment Procedures.

The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the suspension policy until such time as an adequate intervention plan can be implemented as appropriate.



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School Threat Assessment Teams may be formed to assess intervention needs, based on the level of the threat (low, medium, high), consult with outside experts, and provide intervention recommendations to the school coordinator and to the school Principal as per the District VTRA intervention planning document.

When the threat assessment protocol is activated, a designated Threat Assessment Team member will notify parents/guardians when it is deemed appropriate. Whenever possible, parents should be an integral part of the VTRA process.

For serious threats requiring significant interventions and protection of students and/or staff, a District Threat Assessment Team will be convened by the Safe Schools Coordinator or Superintendent.

The District Threat Assessment Team will meet with the School Threat Assessment Team coordinator to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school Principal for action and the Superintendent of schools for information.

The resulting VTRA report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.

If students are suspended for threat containment purposes for up to and including 5 school days as per Board Policy 7001: *Student Discipline and its attendant Administrative Procedure* until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 5 days to ensure student safety and well-being. Any recommended suspensions over 5 school days will be referred to the District Discipline Committee as per Board Policy 7001: *Student Discipline*.

Schools are to report all threats involving threat assessment procedures to the Superintendent's office outlining the incident, the assessed threat level, actions and interventions taken and planned.

Any communication with the media regarding incidents of violence, risk or threat will be done through the Superintendent's office.

Appeal

All decisions of the Board or district staff are subject to appeal pursuant to Section 11 of the *School Act* and Board Bylaw 5: *Parent/Student Appeals to the Board of Education* and its attendant Administrative Procedure.

Other Laws

Nothing in this administrative procedure precludes any person harmed by alleged bullying, harassment, intimidation or violence from exercising his/her rights under procedures outlined in other laws; for example, *the Criminal Code of Canada* or civil action.



Other District Policies and Procedures

Nothing in this administrative procedure is intended to prohibit discipline or remedial action for inappropriate student conduct that falls outside of the definition of bullying, intimidation, discrimination, harassment, or violence as defined in Board Policy 7000: *Safe, Caring Compassionate and Inclusive School Communities*, but which is or may be prohibited by other district policies or by school codes of conduct.

References:

- *Board Policy 700: Safe, Caring Compassionate and Inclusive School Communities*
- *Board Policy 701: Student Discipline and its attendant Administrative Procedure*
- *Violence, Threat-Making, Risk and Threat Assessment Community Protocol*
- *Provincial Standards for Codes of Conduct Order [Ministerial Order 276/07(M341/16)]*
- *Youth Criminal Justice Act*
- *Guidelines: School Support for Trans and Gender Non-Conforming Students (Vancouver School Board)*
- *SOGI 1-2-3*
- *National LGBT Health Education Centre*

Dates of Adoption/Amendments:

Adopted: 2016.11.22

Amended: 2018.01.23



The Board of Education believes that a positive discipline program at all times is intended:

- a. to develop and maintain an environment in which all students are able to learn.
- b. to protect the rights of all students to learn.
- c. to encourage all students to reach their full potential.

The Board of Education expects that students shall comply with Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education in order to maintain an environment conducive to learning. All students need to be provided with the greatest possible assistance and support from within and outside the system. Out-of-school suspension should be used judiciously in the context of a progressive discipline model.

The Board of Education will ensure that all students who have been suspended for more than five (5) days and who appear before a District Discipline Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.

CONTEXT:

In order for learning to occur students must feel and be safe at school. The Board works actively and persistently to create and maintain safe, compassionate and inclusive school communities as per Board Policy 700. Infractions to students' feeling and being safe at school will occur and require intervention and action on the part of the school and/or the district.

POLICY STATEMENT:

The Board will maintain an environment that supports learning through ensuring schools are safe, compassionate and inclusive. Should incidents occur that compromise this environment, efforts at the classroom, school and district level may be used to restore the environment.

GUIDING PRINCIPLES:

The Board believes in modelling and using a positive discipline program that will

1. Preserve and support a safe and effective learning environment that allows students to reach their full potential.
2. Model and educate students to practice positive social behaviors, healthy life skills and habits.

The Board expects:

1. All students will always comply with the codes of conduct while on school grounds or attending school (or district) sanctioned events.
2. Incidents compromising the safety of students will be responded to in a timely, fair and reasonable manner.
3. Wherever possible, responses and interventions to incidents that compromise safety will be restorative; meaning they will repair harm, strengthen relationships and enhance a sense of belonging to school and community.
4. Should a disciplinary response be required, it will be progressive, and individualized.
5. School and community resources may provide students with additional support.
6. Interventions may happen at the classroom, school or district level and will typically progress through these levels; however, serious infractions may result in escalation to school or district.



7. Out-of-school suspension should be used judiciously in the context of a progressive discipline model and reserved for cases that impact the safety of those in the learning environment, such as bullying, violence, weapons, and illegal use of substances.
8. That all students who have been suspended for more than five (5) days and who appear before a District Discipline Student Review Committee, shall receive a fair and just hearing under the protection of the *Charter of Rights and Freedoms*.

REFERENCES:

- *Administrative Procedure: Student Discipline*
- *The School Act: Sections 26, 85(2)(c)(ii), 85(2)(d)*
- *Charter of Rights and Freedoms*

DATES OF ADOPTION/AMENDMENTS:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.12.13: Reviewed October 2017:

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ADMINISTRATIVE PROCEDURE TO BOARD POLICY 7004 701

STUDENT DISCIPLINE

1. The Board delegates the right and responsibility to teachers and school-based principals/vice-principals to require students to apply themselves to their studies and to abide by the Code of Conduct established in a school. Paramount authority in this regard rests with the administrative officers with a school.
2. The Board requires that teachers and principals/vice-principals take appropriate progressive disciplinary action when:
 - a. students fail to abide by the Code of Conduct established in a school to the extent that their behaviour is wilfully disobedient or has a harmful effect on other students; or,
 - b. students fail to apply themselves to their studies.
3. School personnel shall be guided by Section 85 of the *School Act* in all of their dealings with students.
4. Students failing to comply with the Rules, Policies and/or Codes of Conduct as sanctioned by the Board of Education may be suspended according to Section 85(2) (d) of the *School Act*. Principals or Vice Principals, when suspending a student, must ensure that an educational program is available for the student during the period of suspension. Parent/guardian(s) shall be notified that the school will provide an educational program and the nature and expectation of that program.
5. Principals and Vice Principals may suspend students for up to five (5) school days as a disciplinary measure. When a student is suspended from school, the student shall remain at the school under the Principal's or Vice Principal's supervision and control until contact has been established with the student's parent/guardian(s) or the designated adult family alternative and a plan has been put in place for the student to be returned to the authority of the parent/guardian(s). The Principal or Vice Principal shall notify the student and parent/guardian(s) verbally followed by a letter to the parent/guardian(s) with a copy being forwarded to the Superintendent of Schools and/or designate.
6. The Principal or Vice Principal, where appropriate, shall arrange a meeting with the student and ~~his/her~~ **their** parent/guardian(s) to resolve the suspension and to establish conditions and expectations which will govern the student's return to school.
7. Any recommended suspension of longer than five (5) school days must be in accordance with Section 85(2)(d) of the *School Act* and shall be immediately reported to the parent/guardian(s) verbally and confirmed in writing by mail or be delivered by hand. The Superintendent of Schools and/or designate must be notified and shall arrange a District Student Review Committee hearing.
8. All written reports, including pertinent student records and information, from teachers and the school administration shall be submitted to the Superintendent of Schools and/or designate within three (3) school days of the student's suspension from school. Copies of pertinent written reports shall be made available to the parent/guardian(s) and the student at least twenty-four (24) hours prior to the hearing.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY ~~7004~~ 701

STUDENT DISCIPLINE

9. When students have been suspended for more than five days the Superintendent of Schools and/or designate shall convene the District Student Review Committee made up of the Superintendent of Schools or designate and up to three non-involved Principals/Vice Principals and/or community professionals.

This District Student Review Committee shall meet with the student, the parent/guardian(s), and the referring Principal/Vice Principal to understand the circumstances leading to the suspension and to make recommendations regarding resolution of the suspension.

After the student, the parent/guardian(s) and the referring Principal/Vice Principal have left, the District Student Review Committee shall consider the educational and support options and/or program offerings available for the student and decide the most appropriate action to take.

10. The decision of the District Student Review Committee will, in most cases, be communicated by telephone, through the Superintendent of Schools and/or designate, to the parent/guardian(s) and the student and the Principal/Vice Principal within twenty-four (24) hours of the hearing.
11. Written confirmation shall be directed to the parent/guardian(s) and the student and the referring Principal/Vice Principal by the Superintendent of Schools and/or designate. A copy of Bylaw No. 5 (Appeals) shall be attached to the letter.'
12. To protect the student's right to privacy, all copies of written reports originally distributed to District Student Review Committee members shall be collected and destroyed immediately after the committee's decision. The original documentation will be held in a confidential file under the jurisdiction of the Superintendent of Schools.

References:

- *Board Policy ~~7004~~ **701**: Student Discipline*
- *The School Act: Sections 26, 85(2)(c)(ii), 85(2)(d)*
- *Charter of Rights and Freedoms*

Dates of Adoption/Amendments:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.12.13: Reviewed October 2017



The Board of Education recognizes that in order to provide the greatest opportunity for healthy student growth and development the school environment must be free of mood altering substances.*

The Board of Education shares responsibility with the community for addressing problems associated with the use of such substances.

***For the purposes of this Policy and accompanying Administrative Procedure, "mood-altering substances" refer to alcohol and drugs prohibited or restricted under the *Food and Drugs Act* and the *Controlled Drugs and Substances Act* but exclude drugs which have been prescribed for the student by a physician and which are being used in the manner prescribed.**

References:

- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Board Policy 701: Student Discipline*
- *Administrative Procedure: Substance Use (Student)*
- *Canada's Food and Drugs Act*
- *Canada's Controlled Drugs and Substances Act*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SUBSTANCE USE (Student)

Page 1 of 2

1. FIRST INCIDENT

- i. Any student of an ELEMENTARY SCHOOL (K-7) engaging in any of the following while under the jurisdiction of the school shall have a meeting with the principal, the school counselor and his/her parents/guardians at the earliest opportunity:
- consumes alcohol or illicit drug(s)
 - is under the influence of alcohol or illicit drug(s)
 - is in possession of alcohol or illicit drug(s) or drug paraphernalia

Taking into account the advice of this meeting, the principal will make a decision regarding the outcome of the incident or incidents. Outcomes may include disciplinary consequences for the student, recommendation for support from school staff, and/or referral to the District Drug and Alcohol Review Committee.

If referred to the District Drug and Alcohol Review Committee, the committee may recommend further disciplinary consequences, support or RCMP involvement.

- ii. Any student of a SECONDARY SCHOOL (8-12) engaging in any of the following while under the jurisdiction of the school shall immediately be placed on an "In-School Suspension" for a period of no more than four (4) days and the student shall be referred to the District Drug and Alcohol Review Committee:
- consumes alcohol or illicit drug(s)
 - is under the influence of alcohol or illicit drug(s)
 - is in possession of alcohol or illicit drug(s) or drug paraphernalia

The incident(s) shall be reported to parents/guardians verbally and confirmed immediately in writing. A copy of Board Bylaw 5: *Parent/Student Appeals to the Board of Education* will be enclosed.

The Superintendent or designate shall be notified in writing and the RCMP may be contacted. The decision as to whether criminal charges will be laid rests with the RCMP.

The District Drug and Alcohol Review Committee may make recommendations for further disciplinary consequences or support.

2. REPEAT INCIDENTS

A student of any age who is involved in a repeat incident of consumption, under the influence or possession of alcohol or drug(s) or paraphernalia while under school jurisdiction shall be immediately placed on suspension and referred to the Superintendent and/or designate for a decision as to which committee the student will be referred to: the District Drug and Alcohol Review Committee or the District Discipline Committee.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE

SUBSTANCE USE (Student)

Page 2 of 2

3. DISTRIBUTION/TRAFFICKING OF ALCOHOL OR ILLICIT DRUG(S)

Any student of any age who engages in the distribution, sale or proliferation of alcohol or drug(s) shall be immediately placed on "Out of School/At Home" suspension and referred to the District Discipline Committee.

In addition, the RCMP will be notified and will determine if criminal charges are warranted.

4. DISTRICT DRUG AND ALCOHOL REVIEW COMMITTEE

In most cases the District Drug and Alcohol Review Committee will consist of a minimum of:

- the Superintendent or designate
- two school administrators

Any student referred to this committee will present himself/herself with their parent/guardian at the time appointed. A representative of the student's school will also be present.

The committee will make recommendations regarding the level of support and/or intervention which might be required to assist the student to successfully continue with his/her educational program and support the student in making healthy choices.

Some of the following specific courses of action may also be recommended by the committee but it is intended that the committee would not be limited in its thinking or mandate by such a list:

- drug or alcohol counseling
- referral for family support
- school suspension in accordance with Board Policy 7030: *Suspension of Students*
- change of educational program
- suspension from all School District 69 schools while being provided with an educational program pursuant to Section 85 of the *School Act*

References:

- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Board Policy 7001: Student Discipline*
- *Board Policy 7002: Substance Use (Student)*
- *Canada's Food and Drugs Act*
- *Canada's Controlled Drugs and Substances Act*

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE 5103

PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

Page 1 of 7

Purpose

The Board of Education recognizes the parent's role as primary educators in the development of their children's attitudes and values.

The Board accepts that the Physical and Health Education (PHE) curriculum includes certain topics related to reproductive and sexual health that some students and the student's parents/guardians may consider sensitive and feel more comfortable addressing through means other than instruction by a teacher in a classroom setting.

The purpose of this administrative procedure is to explain how students and the student's parents/guardians may, in consultation with the student's school, arrange for alternative delivery of instruction related to Physical and Health Education curriculum content relating to reproductive and sexual health.

In such instances, students, with the student's parents' or guardians' consent, may arrange, on an annual basis to address topics related to reproduction and sexual health by an alternative means. This alternate approach must be arranged in consultation with the school and be agreed upon by the student, parents/guardians, and the school.

This administrative procedure does not allow students to "opt-out" of learning about these topics. It is expected that students will, in consultation with the school, demonstrate understanding of the identified learning outcomes that the student's parents/guardians have arranged to address by alternate means.

This alternate delivery provision does not apply to any other learning outcomes in the Physical and Health Education curriculum, nor does it apply to any other British Columbia provincial curriculum.

At the beginning of each school year, or the beginning of a PHE course, the teacher will provide parents/guardians a list of the content students will be expected to know in the health component so that parents can determine which topic(s), if any, they wish to have addressed either by an alternate approach in the classroom or by assuming responsibility for providing the alternate learning activities relating to these topic(s) outside of the classroom.

It is expected that parents who arrange for alternate delivery will address the identified curricular content with their children. When opting for an alternative delivery, parents are to be guided by the following procedures:

- a. The parent and students will discuss the identified curricular content with the classroom teacher in order to determine whether an alternate approach may be used in the classroom.
- b. A request to the principal or designate may be made for the student to complete human reproduction and sexual health curriculum content outside regular classroom instruction under the guidance and support of the parents/guardians if accommodation is deemed to be inappropriate during the classroom period. An ***Alternate Delivery of PHE***

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE 5103

PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

Page 2 of 7

Curriculum form will be completed by the parents in consultation with the Principal or designate.

- c. The parents will then assume responsibility for completion of the reproductive and sexual health curricular content outside of regular classroom instruction and provide verification that the student has demonstrated the student's understanding of the curricular content that they assumed responsibility for by completing **Verification Section** of the **Alternate Delivery of PHE Curriculum** form and returning a completed copy to the Principal or designate prior to the end of the school year in order to ensure that final credit may be granted for this course.

Provincial SOGI Policy, Initiative and Resources

As of December 31, 2016, all B.C. school districts and independent schools are required to include specific references to sexual orientation and gender identity (SOGI) in the district's anti-bullying policies.

This requirement followed the July 2016 addition of gender identity and expression as a prohibited ground of discrimination under the B.C. Human Rights Code (sexual orientation was already protected).

SOGI is an inclusive term that represents all individuals regardless of sexual orientation or gender identity. It includes lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender.

Approximately 20% of B.C. high school students identify as gay, lesbian, bisexual or not exclusively heterosexual.

Provincially-set curriculum includes a focus on valuing diversity and respecting differences, and the topics of human rights and responses to discrimination. Teachers and schools have been given the opportunity to explore the B.C. Human Rights Code within those themes including, but not necessarily limited to, sexual orientation and gender identity. Topics related to gender and self-identity are included in the curriculum to broaden student knowledge and to help students understand and respect diversity.

SOGI 1 2 3 is a resource that has been made available to schools and teachers with ready to use, grade-level appropriate lesson plans, online learning modules, and customizable templates and tools that align with redesigned provincial curriculum.

The SOGI 1 2 3 resource was developed by the ARC Foundation in collaboration with the B.C. Ministry of Education, B.C. Teachers' Federation, The University of British Columbia's Faculty of Education, and Out in Schools.

SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE 5103

PHYSICAL AND HEALTH EDUCATION CURRICULUM PROVISION FOR ALTERNATE DELIVERY OF INSTRUCTION

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The SOGI initiative is designed to support understanding and inclusion. To that end, SD69 – Qualicum supports its teachers in the teachers' efforts to:

- Use gender-free phrasing
- Use language that is inclusive of all families
- Use respectful language for talking about sexual orientation and gender identity
- Create safe and welcoming environments for all students, staff, parents, and community members where questions can be asked openly and people are accepted for who they are
- Make it easier for students to learn and talk about SOGI issues in age-appropriate ways
- Speak-up when less-than-inclusive comments are being made

This administrative procedure is to be reviewed annually with professional staff and parents.

References:

- *Physical and Health Education Curriculum K-9 (2016) BC Ministry of Education*
- *Ministerial Order M307/16: Sec. 2(e) Required Areas of Study in an Educational Program*

SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX I

**REQUEST FOR ALTERNATE DELIVERY OF INSTRUCTION OF
PHYSICAL AND HEALTH EDUCATION CURRICULUM**

Student Name: _____

Grade: _____

Teacher: _____

- I am interested in seeking an alternate means of delivery for topics related to reproductive and sexual health identified in the Physical and Health Education (PHE) curriculum
- I have met with the classroom teacher to discuss alternate means of addressing these topics within the classroom setting and we were not able to identify a mutually agreed upon approach

Curriculum topics: _____

- I am requesting that I/we be given responsibility for providing learning activities related to these topics and to have my child demonstrate the required understandings.

Name(s) of Parent(s)/Guardian(s): _____

Signature(s) of Parent(s)/Guardian(s): _____

Date: _____

SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX I

**REQUEST FOR ALTERNATE DELIVERY OF INSTRUCTION OF
PHYSICAL AND HEALTH EDUCATION CURRICULUM**

Plan for alternate delivery of PHE reproductive and sexual health learning outcomes:

Means of demonstrating student knowledge and understanding:

Plan Approval

Principal Name: _____

Principal Signature: _____

Date: _____

Plan Completion:

Please submit to the Principal the required verification of student knowledge and understanding as outlined in PHE curriculum for areas identified in this plan.

Assigning of Credit for PHE:

The student has demonstrated the required knowledge and understanding for the areas identified for an alternate means of delivery.

Principal Signature: _____

Date: _____

The Principal is to notify the classroom teacher of the successful completion of the plan or the failure to do so.

SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX II

K-7 ALTERNATE DELIVERY OF INSTRUCTION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM

Following are the topics related to reproductive and sexual health by grade level. Please identify any topic listed below that you would like to consider requesting an alternate means of delivery.

Kindergarten

Knowing about our bodies and making healthy choices helps us look after ourselves.

- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched

Grade 1

- Names for parts of the body, including male and female private parts
- Appropriate and inappropriate ways of being touched

Grade 2

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations
- Factors that influence self-identity – may include sexual orientation and gender identity

Grade 3

- Strategies and skills to use in potentially hazardous, unsafe or abusive situations
- Factors that influence self-identity – may include sexual orientation and gender identity

Grade 4

- Communicable and non-communicable illnesses
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.

Grade 5

- Practices to promote health and well-being, including those that prevent communicable and non-communicable illnesses
- Physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity.

Grade 6

- Practices that reduce the risk of contacting sexually transmitted infections and life-threatening communicable diseases
- Influences on individual identify, including sexual identify, gender, values and beliefs

Grade 7

- Practices that reduce the risk of contacting sexually transmitted infections and life-threatening communicable diseases
- Influences of physical, emotional, and social changes on identities and relationships

SCHOOL DISTRICT No. 69 (QUALICUM)

APPENDIX III

GRADES 8-10 ALTERNATE DELIVERY OF INSTRUCTION OF PHYSICAL AND HEALTH EDUCATION CURRICULUM

Following are the topics related to reproductive and sexual health by grade level. Please identify any topic listed below that you would like to consider requesting an alternate means of delivery.

Grade 8

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines

Grade 9

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings

Grade 10

- Healthy sexual decision-making
- Potential short-term and long-term consequences of health decisions, including those involving nutrition, protection from sexually transmitted infections, and sleep routines
- Strategies to protect themselves and others from potential abuse, exploitation, and harm in a variety of settings



CONTEXT:

All personnel (including volunteers, contractors and others) must model highly ethical and thoughtful behaviour for our students. Public education relies on public trust and confidence. Understanding and responding to any perceived or actual conflicts of interest is part of this important standard and maintenance of public trust.

POLICY STATEMENT:

The Board expects the highest standard of conduct from its employees and other personnel. Public education requires that all personnel understand the fundamental importance of developing and maintaining the public's trust and confidence in the District. Public trust and confidence is maintained when students, parents and public witness thoughtful and ethical behaviour in conflict of interest situations.

GUIDELINES:

The Board believes:

1. All personnel must conduct themselves honestly, and with personal integrity.
2. Highly ethical and thoughtful behaviour are conditions of employment and employees must exhibit these behaviours within all daily activities.
3. Personnel will understand and identify both perceived and actual conflicts of interest.
4. Personnel will respond appropriately when witnessing or participating in a perceived or actual conflict of interest situation.

DEFINITIONS:

Conflict of Interest – When an individual in a decision-making position is presented with a situation where they can personally benefit (directly or through a personal relationship) from the decision.

Perceived Conflict of Interest – When an individual in a decision-making position could be seen to be biased or personally benefiting from the decision.

REFERENCES:

- *Administrative Procedure: Employee Conflict of Interest*

DATES OF ADOPTION/AMENDMENTS:

Adopted: 1984.10.03

Amended: 1986.08.27: 1990.03.28: 1991.09.10: 2005.03.29: 2018.01.23



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

Page 1 of 3

Understanding Conflict of Interest

The issue of conflict of interest is a delicate one that must be handled with the utmost care and consideration for employees while still adhering to an unwavering commitment to high standards of employee conduct including but not limited to the following:

District employees have a duty of loyalty to the District as the employee's employer. This duty requires employees to provide services to the best of the employee's ability regardless of the employee's own personal perspectives of Board direction or policy.

The honesty and integrity of District employees must be above reproach and coupled with impartiality in the conduct of the employee's duties to ensure that the employee's actions are above public suspicion.

The actions and conduct of employees must be such as to instill within the public a sense of trust and confidence in the District.

It is essential that employees recognize their responsibility to ensure that confidential information received as a result of employment with the District remains confidential, and not be divulged to anyone other than individuals authorized to receive such information. This includes confidential information received verbally or in written or electronic form. Disclosure of confidential information may put employees in a position of conflict of interest, and great care must be taken when communicating with individuals both inside and outside of the District.

A conflict of interest may also occur when an employee's private affairs or financial interests are in conflict, or could result in a perception of conflict, with the employee's duties or responsibilities in such a way that:

- the employee's ability to act in the public interest could be impaired.
- the employee's actions or conduct could undermine or compromise the public's confidence in the employee's ability to discharge work responsibilities.
- the trust that the public places in the public service is undermined.

Expectations for Employees

Employees are expected to request a determination of the Superintendent before engaging in any activity which might reasonably give rise to questions about a possible conflict of interest.

The Superintendent is expected to request a determination of the Board before engaging in any activity that might reasonably give rise to questions about a possible conflict of interest.

A breach of the conflict of interest policy is considered to be a serious breach of an employee's obligations and as a result, may result in discipline up to and including dismissal.

While the Board recognizes the right of public service employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of the employee's job-related duties.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

Page 2 of 3

Employees are to disqualify themselves as participants in personnel decisions when the employee's objectivity would be compromised for any reason, benefit or perceived benefit which could accrue to them. For example, employees are not to participate in staffing actions involving direct relatives or persons living in the same household.

Upon accepting a position in the District, employees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

Representative Examples of Conflict of Interest

Examples of conflicts of interest include, but are not limited to, the following:

- An employee uses District property or the employee's position to pursue personal interests.
- An employee is under obligation to a person who might benefit from or seek to gain special consideration or favour.
- An employee, in the performance of duties, gives preferential treatment to an individual, corporation or organization, including a non-profit organization, in which the employee, a relative or friend of the employee has an interest, financial or otherwise.
- An employee benefits from, or is reasonably perceived by the public to have benefited from, the use of information acquired solely by reason of the employee's employment.
- An employee benefits from, or is reasonably perceived by the public to have benefited from, a government transaction over which the employee can influence decisions (for example, investments, sales, purchases, borrowing, grants, contracts, regulatory or discretionary approvals or appointments)
- An employee requests or accepts from an individual, corporation or organization, directly or indirectly, a personal gift or benefit that arises out of the employee's employment in the District other than the exchange of normal hospitality between persons doing business together or gifts to persons participating in public functions.

Employees are in a conflict of interest when dealing with direct relatives or individuals who permanently reside with them when the following working relationships exist:

- A reporting relationship exists where one employee has influence, input or decision-making power over the other employee's performance evaluation, salary, premiums, special permissions, conditions of work and similar matters.
- The working relationship affords an opportunity for collusion between the two employees that would have a detrimental effect on the employer's interest.

The above restriction on working relationships may be waived provided that the Superintendent or Secretary-Treasurer is satisfied that sufficient safeguards are in place to ensure that the employer's interests are not compromised.

Employees may engage in remunerative employment with another employer, carry on a business, receive remuneration from public funds for activities outside the employee's position, or engage in volunteer activities without there being a conflict of interest, provided it does not:

- Interfere with the performance of the employee's duties as an employee of the District.
- Bring the District into disrepute.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

Page 3 of 3

- Represent a conflict of interest or create the reasonable perception of a conflict of interest.
- Appear to be an official act or to represent District direction or policy.
- Involve the unauthorized use of work time or District premises, services, equipment or supplies to which they have access by virtue of the employee's employment with the District.
- Gain an advantage or appear to gain an advantage that is derived from the employee's employment with the District.

Duty to Report

Employees shall promptly report any fact or circumstances of which they become aware that might give rise to a real or perceived conflict of interest. Reports shall be made in writing to the employee's Principal or Supervisor.

An employee who alleges conflict of interest on the part of another employee, may report this to the employee's Principal or Supervisor, in writing. If the employee whose actions are being questioned is the direct Supervisor, the matter may be reported to the Superintendent of Schools or Secretary-Treasurer.

A Principal or Supervisor who receives a written report of an alleged conflict of interest will seek guidance from the Superintendent or Secretary-Treasurer.

References:

- *Board Policy 601: Employee Conflict of Interest*

Dates of Adoption/Amendments:

Adopted: 2018.01.23

Amended:



CONTEXT:

The Board of Education of School District 69 (Qualicum) recognizes the right of employees and students to work and learn in an environment free from bullying and harassment. **The District has an obligation to prevent and address workplace bullying and harassment. This obligation is reinforced by legislation, contractual language and forms the basis of all relationships in our district.**

POLICY STATEMENT:

The Board of Education of School District 69 (Qualicum) considers bullying and harassment in any form to be totally unacceptable and will not tolerate its occurrence. **The Board believes that in diversity there is strength.**

The Board believes and is committed to:

1. Ensuring that all individuals will be treated in a fair and respectful manner;
2. Encouraging full acceptance and valuing diversity.
3. Treating any claim of bullying or harassment as serious and taking immediate action.

GUIDING PRINCIPLES:

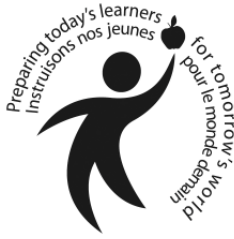
1. **The Board recognizes the rich diversity of Canadian Society and the benefits which diversity brings to all members of our community.**
2. **Every individual has the inherent right to be treated with dignity and respect. All individuals must be treated with dignity and respect.**
3. **All personnel must be effectively trained to understand, identify, and take appropriate action when bullying or harassment is reported.**
4. **Bullying and harassment excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.**

DEFINITIONS:

Bullying and harassment may include any inappropriate conduct or comment by a person towards a worker that causes the worker to be humiliated or intimidated.

Bullying/harassment may occur in any interpersonal, written or electronic communications.

To be considered bullying, there must be an imbalance of power between the parties, which may be a result of reporting structure, social currency, or physicality. To be considered harassment, the behaviours must be both unwanted and ongoing.



WORKPLACE BULLYING AND HARASSMENT

REFERENCES:

- [WorkSafeBC; Toward a respectful workplace: a handbook on preventing and addressing workplace bullying and harassment](#)
- Occupational Health and Safety Regulation (Sections 115 to 117)
- Workers' Compensation Act (Action 150)
- MATA Collective Agreement Article E.2
- CUPE Collective Agreement Article 4.3
- Administrative Procedures to Board Policy 604: ~~Workplace Bullying and Harassment~~
- Board Policy 700: *Safe, Compassionate and Inclusive School Communities*
- Board Policy 606: *Respectful Workplaces*

DATES OF ADOPTION/AMENDMENT:

ADOPTED: 1985.07.11

AMENDED: 1991.06.11: 1991/09.10: Review October 2000: 2000.12.19: 2008.03.11:
15.11.24: **2017.06.27**

DRAFT



Statement of Commitment

The inherent right of all individuals to be treated with dignity and respect is central to the beliefs of School District No. 69 (Qualicum). School District No. 69 (Qualicum) recognizes the right of all employees to work, to conduct business and otherwise associate free from bullying and harassment (including sexual harassment). The District has an obligation under WorkSafeBC's Occupational Health and Safety (OHS) policies under Sections 115, 116, and 117 of the *Workers Compensation Act*, to prevent and address workplace bullying and harassment (including sexual harassment).

In making this commitment, the District recognizes the rich diversity of our social fabric and the benefits which diversity brings to all members of our community. The District is committed to encouraging the tolerance of and valuing of differences. The District considers bullying and harassment in any form (including sexual harassment) to be totally unacceptable and will not tolerate its occurrence.

Who Is Covered

All persons working for the District or carrying out District business on a temporary, part time or full-time basis are covered by these procedures. (A 'person' could be a workplace party such as a supervisor, or co-worker).

Should a harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate, will determine the procedures to follow and the parties will be so notified.

Purpose

To ensure that all persons covered by these procedures are aware of their duties regarding bullying and harassment (including sexual harassment) in the workplace, and to provide clear and precise procedures for the reporting and resolution of incidents and complaints.

Board Policy Linkages

Policy 604 Workplace Bullying and Harassment (Including Sexual Harassment)

Policy 700 Safe, Caring and Inclusive School Communities and its Attendant Administrative Procedure

Responsibilities

It is the District's expectation that all persons covered by these procedures, will comply with the District's policies and procedures, and are required to:

- a. refrain from engaging in bullying and harassment (including sexual harassment) of other employees, supervisors, the employer or persons acting on behalf of the employer
- b. report occurrences of bullying and harassment (including sexual harassment) observed or experienced in the workplace



- c. apply and comply with the District's policies and procedures on bullying and harassment (including sexual harassment)
1. participate in training sessions and/or annual reviews (MATA Members also refer to Collective Agreement Article E.2.6.)

WorkSafeBC OHS Definition of Workplace Bullying and Harassment (Including Sexual Harassment)

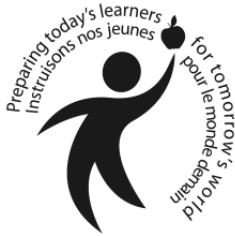
Bullying and harassment (including sexual harassment) includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause the worker to be humiliated or intimidated, but excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

MATA Members also refer to Collective Agreement Article E.2.2.

Bullying and Harassment (Including Sexual Harassment) may include, but is not limited to:

- a. Verbal aggression or insults; calling someone derogatory names
- b. Vandalizing personal belongings
- c. Sabotaging someone's work
- d. Spreading malicious gossip or rumours
- e. Engaging in harmful or offensive initiation practices or hazing
- f. Physical or verbal threats (this could also constitute "violence" or "improper activity or behaviour" under the Regulation)
- g. Making personal attacks, based on someone's private life and/or personal traits
- h. Making aggressive or threatening gestures
- i. Any comment, look, suggestion, physical contact, or real or implied action of a sexual nature which creates an uncomfortable working environment for the recipient
- j. Any circulation or display of visual material of a sexual nature that has the effect of creating an uncomfortable working environment
- k. An implied promise of reward for complying with a request of a sexual nature
- l. Misuse of power or authority as intimidation, threats, coercion and blackmail
- m. Reprisal or a threat of reprisal made by a person in authority after a sexual advance is rejected
- n. Cyber-bullying – the sending of derogatory or threatening messages to either the Complainant or others about the Complainant through email, text messaging, social networking, and websites or sharing personal and confidential messages or images

Repetition is not always a necessary element in harassment; however, the more innocuous the behaviour, the less likely a reasonable person would consider the behaviour harassment if it only happened a few times. Serious allegations, however, even if the action only occurred once, can be considered harassment.



Bullying and Harassment (Including Sexual Harassment) is not:

- a. Expressing differences of opinion
- b. Offering constructive feedback, guidance, or advice about work-related behaviour and performance
- c. Making a legitimate complaint about someone's conduct through established procedures

Workplace Defined

For the purpose of these procedures, the workplace includes locations where activities related to the business of the District take place. These include:

- a. Activities within offices, staff rooms, classrooms, lunch rooms and other District property
- b. Events associated with and including extra-curricular activities
- c. Situations outside of District operated premises e.g., field trips, work-related conferences, training sessions, travel, community events or social gatherings
- d. Activities in other locations where workplace bullying and harassment (including sexual harassment) may have a subsequent impact on the work relationship, performance or environment

Human Rights Code/Criminal Code/Grievance Procedure Reference

Filing a complaint under these procedures is not intended to preclude rights under the Collective Agreement, BC Human Rights Code, Criminal Code of Canada or other avenues of redress open under the law.

The complaint and investigation procedures should not be invoked or pursued at the same time as a parallel complaint before the BC Human Rights Tribunal or if a grievance remains outstanding. While such proceedings are taking place, the procedures outlined here will be suspended and may be superseded, where appropriate.

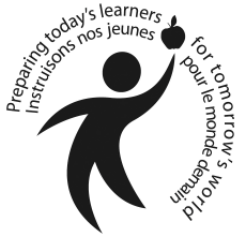
Reporting Time Frame

Any complaint must be filed within a reasonable time following the occurrence of the triggering incident. The Board adopts a six (6) month time frame and may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six (6) months before the complaint was filed.

However, where a reasonable circumstance exists for failing to bring the complaint forward within six (6) months and the delay would not result in any prejudice to the Respondent, a complaint may be accepted beyond the six (6) month limit.

Complaint Withdrawal

The Complainant may choose to withdraw the complaint at any stage. However, the District may be obliged under these procedures, to continue the inquiry into the complaint and to take whatever remedial action it deems appropriate, or refer the matter to another process or procedure.



Responsibilities for Reporting Bullying and Harassment (Including Sexual Harassment)

All persons covered under these procedures have the responsibility for and are expected to promote a working and learning environment that is free from bullying and harassment (including sexual harassment), and to assist anyone who believes that they are being or may have been bullied or harassed. Anyone who believes that a colleague or another person covered under these procedures is being or may have been bullied or harassed, is encouraged to notify their Supervisor, Director of Human Resources or Superintendent of Schools or designate, or their Union Representative.

The Complainant has the right to decide how to respond to bullying or harassment (including sexual harassment) including informal, verbal or written communication with the Respondent, or through the filing of a complaint under these procedures. The Complainant may wish to seek guidance or counselling from ~~his or her~~ their Supervisor, Director of Human Resources, Superintendent of Schools or designate or Union Representative to discuss the situation and how it might be resolved. Since advice only is being sought at this stage, names need not be disclosed.

Employment Consequence of Engaging in Harassment (Including Sexual Harassment)

Employees who engage, directly or indirectly, in bullying or harassment (including sexual harassment) may be disciplined up to and including dismissal.

Confidentiality

All records of the complaint filed at Step 2, including contents of meetings, interviews, results of inquiries and other relevant material will be kept confidential, except where disclosure is required by a disciplinary or other remedial process or required by operation of law or as a consequence of contemplated or actual litigation. Records will be stored in a secure file in the Human Resources Department.

The Complainant and the Respondent and any witnesses interviewed in an investigation are to maintain strict confidentiality about the complaint.

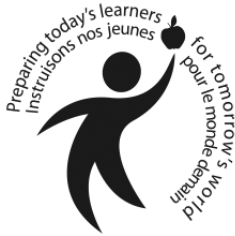
Counselling

The District's Employee Family Assistance Program (E.F.A.P.) is available to all employees and the employee's immediate families and offers counselling and resource assistance on a voluntary and confidential basis.

No Reprisals

For the purposes of these procedures, "reprisal" against an individual will be treated as harassment (including sexual harassment) when such actions occur for:

- a. invoking these procedures (whether on behalf of oneself or another individual);
- b. participating or co-operating in any inquiry under these procedures; or,
- c. associating with a person who has invoked these procedures or participated in these procedures.



BULLYING OR HARASSMENT (INCLUDING SEXUAL HARASSMENT) COMPLAINT PROCEDURE STEPS:

These procedures contain three (3) steps, which are outlined below. In most instances, the complaint will be advanced through the Steps outlined below. It is noted that some exceptions to this may apply, and Step 1 may be bypassed and the complaint initiated at Step 2.

All parties involved in a complaint agree to deal with the complaint expeditiously; however, timelines set out in this procedure may be subject to variation by a Representative of the District, after consultation with the parties and the party's Union Representative, if applicable.

MATA Members also refer to Collective Agreement Article E.2.3.

Step 1 - Speak Up

- a. The Complainant (person who considers that ~~he/she has~~ **they have** been subjected to bullying or harassment [including sexual harassment]) is advised to record the details surrounding the incident(s) including times, dates, places, people involved, names of witnesses, if any, what was said or done, and circumstances surrounding the incident(s).
- b. The Complainant is encouraged to bring the matter to the attention of the Respondent (person responsible for the comment or conduct) calmly, but firmly, making a direct and clear objection indicating that the comment or conduct is not acceptable, is unwelcome, will not be tolerated and must stop. This is often an effective way to resolve the issue and end the bullying or harassment (including sexual harassment). The Complainant may choose to do this alone or accompanied by a representative of the complainant's choice (i.e. Supervisor, Director of Human Resources, Superintendent of Schools or designate or Union representative). It is important the Complainant document any communication ~~he or she has~~ **they have** with the Respondent. It is also important that the Respondent document any communication regarding a bullying or harassment (including sexual harassment) complaint.
- c. Before proceeding to Step 2, the Complainant may choose to either correspond with or approach ~~his/her~~ **their** Supervisor, Director of Human Resources, Union Representative, or Superintendent of Schools or designate to report ~~his/her~~ **their** complaint and to discuss potential means of resolving the complaint and to request assistance in resolving the matter. A resolution may be attempted using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.



Informal Resolution Outcomes

- a. All discussions shall be solely an attempt to mediate the complaint;
- b. Any and all discussions shall be completely off the record and will not form part of any record;
- c. Only the Complainant, Respondent, and Supervisor (Principal in the case where the Complainant and Respondent are both BCTF members) shall be present at such meetings;
- d. No discipline of any kind would be imposed on the Respondent; and
- e. Where the Complainant and Respondent are both BCTF members, the BCTF and its locals, based on the foregoing, will not invoke the notice of investigation and other discipline provisions of the collective agreement at meetings.

Should a resolution be reached between the Complainant and Respondent at Step 1 under the Informal Resolution Outcomes, it shall be written up and signed by both parties. Only the Complainant and the Respondent shall have copies of the resolution and they shall be used only for the purpose of establishing that a resolution was reached. No other copies of the resolution shall be made.

In the circumstances where a Respondent has acknowledged responsibility, the Supervisor may advise a Respondent of the expectations of behaviour in a neutral, circumspect memo. Such memo will be non-disciplinary in nature and shall not form part of any record. Only the Respondent shall retain a copy of the memo. That the memo was sent can be referred to as proof that the Respondent had been advised about the standard of conduct.

Step 2

The Complainant may find it necessary to deal with the complaint at Step 2:

- i. if the Complainant does not feel comfortable talking to the Respondent;
 - ii. if the Complainant is not satisfied with the result of the initial contact with the Respondent;
or
 - iii. if the bullying or harassment (including sexual harassment) continues.
- a. To initiate the Step 2 process, the Complainant is required to complete the **Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form** attached to these procedures which details the particulars of the allegations, and submit it along with any other supporting documentation, to the Superintendent of Schools or designate. The complaint should include specific incident(s) which form the basis of the complaint and the definitions of bullying or harassment (including sexual harassment) which may apply; however, the form of the complaint will in no way restrict a mediation or investigation or its conclusions.
 - b. The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested from the Complainant). Upon the conclusion of such a review, the Superintendent of Schools or designate shall:
 - i. initiate an investigation of the complaint and appoint an investigator; or



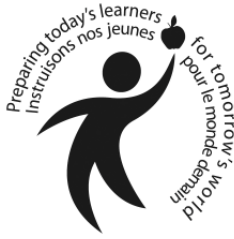
- ii. recommend mediation or other alternative disputes resolution processes to resolve the complaint.

Should the complainant not agree with the process recommended by the Employer, an investigation will be initiated.

- c. The Respondent cited in a complaint shall be provided with notice of the mediation or investigation, in writing and shall be provided with a copy of the **Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form** filed by the Complainant within three (3) working days of the submission. The Superintendent of Schools or designate is responsible for ensuring that the Respondent receives a copy of the written complaint.
- d. The Superintendent of Schools or designate will inform both the Complainant and the Respondent in writing, with a copy to the Union (if applicable), of the following:
 - i. that they have the right to representation during any discussions or meetings held during the process, and,
 - ii. notice of mediation or investigation.
- e. In the event the Superintendent of Schools is involved either as the Complainant or Respondent, the complaint shall, at the Complainant's discretion, be immediately referred to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 of these procedures and report to the Board.

Step 3 – Investigation Process:

- a. A representative of the District will investigate the complaint of bullying or harassment (including sexual harassment)*.
**The Superintendent of Schools may appoint an independent investigator.*
- b. The investigator will collect evidence by interviewing the Complainant and Respondent (separately), interviewing any witnesses, and otherwise investigating all aspects of the matter which are relevant in determining whether the allegations of bullying or harassment (including sexual harassment) are substantiated.
- c. The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of bullying and harassment (including sexual harassment). The Complainant may request that the investigator shall be of the same gender as the Complainant and where practicable the request will not be denied.
- d. The Investigator must keep confidential and comprehensive notes of all meetings.
- e. The investigation shall be conducted as soon as is reasonably possible and shall be completed in twenty (20) working days unless otherwise agreed to by the parties. Such agreement will not be unreasonably withheld.



- f. Both the Complainant and the Respondent have the right to representation during any discussions or meetings held during the process and shall be advised of this right by the investigator.
- g. Notwithstanding either party's refusal to co-operate in an investigation, the District may deem it necessary to follow the complaint procedure through to completion.
- h. The Employer will advise the Complainant and the Respondent, in writing, of the results of the investigation and any actions that may be taken in the matter. The specific details of any disciplinary action will only be provided to the employee who is to be disciplined and his/her their Union, if applicable.

Outcomes

Depending on the outcome of the investigation, a decision regarding rehabilitative or disciplinary action for the Respondent and/or the Complainant may include, but is not limited to:

- a. Counselling
- b. Education on Bullying and Harassment (e.g. training or awareness sessions)
- c. Formal written apology
- d. Change of work assignment of the Complainant and/or Respondent
- e. Verbal warning
- f. Written warning
- g. Suspension or dismissal

Note: If disciplinary action is required, a copy of any disciplinary correspondence will be placed in the employee's personnel file.

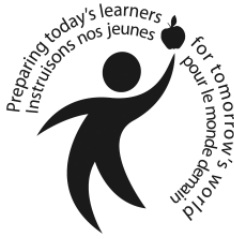
References:

- Administrative Procedures to Board Policy 604: ~~Workplace~~ Bullying and Harassment
- Board Policy 606: Respectful Workplaces
- Board Policy 700: Safe, Compassionate and Inclusive School Communities
- MATA Collective Agreement Article
- CUPE Local 3570 Collective Agreement Article
- [WorkSafeBC, Towards a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)
- [Occupational Health and Safety Regulation](#) (Sections 115 to 117)
- [Workers' Compensation Act](#) (Action 150)

Dates of Adoption/Amendments:

Adopted: 1985.07.11:

Amended: 1991.06.11: 1991.09.10: 2000.12.19: 2008.03.11: 2015.11.24: **2017.06.27**



CHECKLIST

All persons working for the Board or carrying out Board business on a temporary, part time or full time basis are covered by these procedures. A 'person' could be a workplace party such as a supervisor, or co-worker. Should a bullying or harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate will determine the procedures to follow and the parties will be so notified.

Complaints from an individual or group should be reported within a reasonable time following the occurrence of the triggering incident. The Board adopts a six (6) month time frame and may, in its discretion, decide not to deal with the complaint when the facts upon which the complaint is based occurred more than six (6) months before the complaint was filed. However, where a reasonable circumstance exists for failing to bring the complaint forward within six (6) months, and the delay would not result in any prejudice to the Respondent, a complaint may be accepted beyond the six (6) month time limit.

IN SOME CIRCUMSTANCES STEP 1 MAY BE BYPASSED AND THE COMPLAINT PROCEDURE MAY BE STARTED AT STEP 2.

STEP 1 – SPEAK UP (THE MAJORITY OF CASES ARE RESOLVED AT THIS STEP)

- Complainant is advised to record the details surrounding the incident (times, dates, places, names of people involved, witnesses, circumstances, etc.)
- Complainant is encouraged to advise the Respondent in person or in writing that ~~he/she~~ **they** considers the conduct in question to be offensive and request the Respondent to stop. This may be done in the presence of a resource person.
- Both the Complainant and the Respondent are advised to document the details of the meeting.
- Complainant may wish assistance to resolve the complaint using the Informal Resolution Outcomes outlined below. If the matter is resolved to the Complainant's satisfaction, the matter is deemed to be resolved.

INFORMAL RESOLUTION OUTCOMES

- All discussions shall be solely an attempt to mediate the complaint.
- Any and all discussions shall be completely off the record and will not form part of any record.
- Only the Complainant, Respondent, and Supervisor (Principal in the case where both parties are BCTF members) shall be present at such meetings.
- No discipline will be imposed on the Respondent.

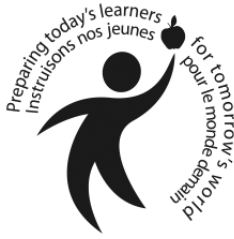


- Should a resolution be reached between the Complainant and Respondent, it shall be written up and signed by both parties. Only the Complainant and the Respondent shall have copies of the resolution. No other copies of the resolution shall be made.
- Where a Respondent has acknowledged responsibility, the Supervisor may advise a Respondent of the expectations of behaviour in a neutral, circumspect memo. Such memo will be non-disciplinary in nature and shall not form part of any record. Only the Respondent shall retain a copy of the memo. That the memo was sent can be referred to as proof that the Respondent had been advised about the standard of conduct.
- If the Respondent fails to stop, or if the Complainant does not feel comfortable in confronting the Respondent in the first place, or if the Complainant is not satisfied with the initial contact, then move to STEP 2.

STEP 2

- Complainant completes the Workplace Bullying or Harassment (Including Sexual Harassment) Complaint Form and submits form along with any supporting documentation to the Superintendent of Schools or designate. The complaint should include specific incident(s) and the definitions of bullying or harassment (including sexual harassment) which may apply.
- The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested). Upon conclusion of the review, the Superintendent of Schools or designate shall initiate an investigation and appoint an investigator or recommend mediation or other alternative disputes resolution processes to resolve the complaint. Should the complainant not agree with the process recommended, an investigation will be initiated.
- Superintendent of Schools or designate ensures that the Respondent receives notice of the mediation or investigation and a copy of the complaint, in writing.
- Superintendent of Schools or designate ensures that the Complainant, Respondent and Union (if applicable) are informed, in writing, that a representative may accompany them to any meetings and provides them with notice of mediation or investigation.

(If the Respondent is the Superintendent of Schools or designate, the Complainant is to contact either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 and report to the Board).



STEP 3 – INVESTIGATION PROCESS

- A Representative of the District will commence an investigation of the complaint as soon as is reasonably possible following the receipt of a written request for a Step 3 investigation. [The Complainant may request that the investigator be of the same gender as him or her and where practicable the request will not be denied.]
**The Superintendent of Schools may appoint an independent investigator.*
- The investigator will collect evidence by interviewing the Complainant, Respondent and any witnesses (separately).
- The investigator will inform both the Complainant and Respondent of their right to representation during any discussions or meetings held.
- The investigator will keep confidential and comprehensive notes of all meetings.
- The investigation will be completed in twenty (20) working days unless otherwise agreed to by the parties and the party's Union Representative, if applicable.

THE INVESTIGATOR WILL INVESTIGATE FULLY. THE INVESTIGATION SHALL BE COMPLETED AS EXPEDITIOUSLY AS POSSIBLE.

Following the investigation:

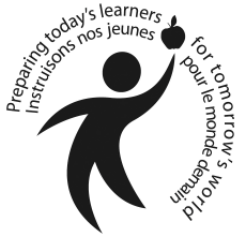
- The Complainant and the Respondent will be advised by the Employer of the conclusion of the Step 3 investigation.
- The results of the investigation will be shared, in writing, with the Complainant, Respondent and Union, if applicable. The specific details of any disciplinary action will only be provided to the employee who is disciplined and the employee's Union, if applicable.

OUTCOMES

Depending on the outcome of the Step 3 investigation, a decision regarding rehabilitative or disciplinary action for the Respondent and/or the Complainant may include, but is not limited to:

- Counselling
- Education on Bullying and Harassment (e.g. training or awareness sessions)
- Formal written apology
- Change of work assignment of the Complainant and/or Respondent
- Verbal warning
- Written warning
- Suspension or dismissal

For more detailed information, refer to pages 1 – 8 of this document.



COMPLAINT FORM

All persons working for the District or carrying out District business on a temporary, part time or full-time basis are covered by these procedures. (A 'person' could be a workplace party such as a supervisor, or co-worker). Should a bullying or harassment incident involve a non-workplace party or student that an employee comes into contact with at the workplace, the Superintendent of Schools or designate will determine the procedures to follow and the parties will be so notified.

PRIVATE AND CONFIDENTIAL

Complainants may seek assistance before completing this form.

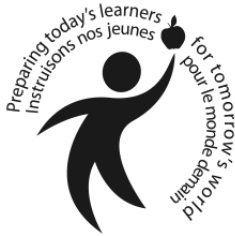
This form, along with any documentation supporting this complaint (e.g. emails, handwritten notes, photographs, or physical evidence like vandalized personal belongings), is to be submitted to the Superintendent of Schools or designate. (If the Respondent is the Superintendent of Schools or designate, submit this form and supporting documentation to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union.

Name of Complainant:

School/Department/Work Site:

Description of Alleged Bullying or Harassment (Including Sexual Harassment) – attach further information if required (e.g. behaviour and/or words used):

Name(s) of Person(s) Accused of Bullying or Harassment (Including Sexual Harassment):



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 604 6190

WORKPLACE BULLYING AND HARASSMENT

Date(s) of Incident(s) or Time Frame and Location of Incident(s):

Name(s) of any Witnesses to the Incident(s) of Bullying or Harassment (Including Sexual Harassment):

What steps have been taken to date to resolve the complaint?

Resolution Requested:

Complainant(s) Signature(s):

Date: _____

Date: _____

Superintendent or Designate's Signature (indicating receipt):

Date of Receipt: _____

The information contained in this form is of a highly confidential nature and will be protected as outlined in the District's procedures to address workplace bullying and harassment (including sexual harassment) incidents and complaints.

INSTRUCTIONS FOR HANDLING THIS FORM

Place this form in a sealed envelope marked "PRIVATE AND CONFIDENTIAL" and forward as outlined above for a Step 3 investigation.



RESOLUTION OF STUDENT AND PARENT COMPLAINTS

CONTEXT:

The School Act governs the provision of public and private education in B.C. This Act sets out the duties and responsibilities of the Board, parents and students. When disputes occur, the act outlines a process for appeal (Board bylaw 5). Agreements among unions, BC Confederation of Parent Advisory Councils and School Boards agree that disputes can and should be handled first at the classroom and school level before being forwarded to the Superintendent and that the appeal process should follow these steps.

POLICY STATEMENT:

The Board is fundamentally committed to providing an educational program for all students. When complaints occur, the Board commits to having these resolved in an efficient way that supports the continued education, health and safety of students.

GUIDING PRINCIPLES:

The Board believes that:

1. Conflicts, misunderstandings and disputes will occur in schools and operational sites from time to time.
2. When disagreements arise, resolution should be first sought where the conflict has occurred, and not be elevated until there has been a fulsome attempt at agreement or compromise.
3. If not resolved at the classroom, department, or site supervisory level, complaints may be made through this policy and administrative procedures by application to the Superintendent or designate.
4. Appeals to the Board through Bylaw 5 may be made if the complaints are not resolved by working with the Superintendent or designate.
5. Restorative and/or interest based models of conflict resolution will be used.
6. Advocates may be used as a part of this process.
7. In accordance with the School Act, some complaints regarding serious misconduct will not be subject to this policy.
8. The complaint resolution process will be available to students, parents, and other interested persons, and applies to complaints concerning the decisions, actions or conduct of the School District or its Personnel.

DEFINITIONS:

1. **Restorative practices** (for example Restorative Justice):
Is intended to build healthy communities by restoring relationships and directly addressing the harm that has been created by the conflict situation. Restorative practices rely on those who caused the harm recognizing and repairing that harm.
2. **Interest based resolution** (for example mediation and negotiation):
Is intended to result in solutions based on shared common interests of the parties. In the case of education, for example, the health and safety of all students is often a common interest.



RESOLUTION OF STUDENT AND PARENT COMPLAINTS

REFERENCES:

- [School Act: Part 2](#)
- *Administrative Procedure to Board Policy 710: Resolution of Student and Parent Complaints*
- *Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *Administrative Procedures to Board Bylaw 5: Parent/Student Appeals to the Board of Education*
- *BC Confederation of Parent Advisory Councils (BCCPAC) resources*

DATES OF ADOPTION/AMENDMENTS:

ADOPTED: 1989.10.15

AMENDED: 1991.09.10: 2001.04.24: 2002.10.22: 2003.05.27: 2009.04.28: **2016.03.08**



WHAT COMPLAINTS DOES THIS POLICY APPLY TO?

The Complaint resolution process outlined below is available to students, parents and other interested persons and applies to complaints concerning the decisions, actions or conduct of the School District or its personnel.

Not every complaint or concern that is received will be amenable to resolution under this Policy.

The following matters are **not** subject to this Policy:

- Student suspensions of more than 5 days (which will be reviewed by the District Discipline Committee in accordance with Board Policy 7030: Suspension of Students);
- Decisions of the District Discipline Committee;
- Where an investigation or resolution process under a collective agreement is available;
- Where the matters raised are the subject of ongoing legal proceedings;
- Where the matters complained of involve serious misconduct by a member of Personnel warranting an independent investigation and response by the School District;
- Where the School District has reason to believe the Complaint is malicious, frivolous, vexatious or filed in bad faith or the Complainant refuses to participate in a manner that is appropriate or respectful of the other participants.

The School District also reserves the right, in its sole discretion and on a case by case basis, to process complaints through other processes.

Any matters not covered by this Policy should be reported in writing to the applicable School Principal or School District office for appropriate action.

Application to Student and Parent Concerns (See Figure 2 attached)

Section 11 of the School Act provides students or parents with a right of appeal to the Board of Education from a decision of an employee of the School District that "significantly affects the education, health or safety of a student".

A parent or student who wishes to exercise that right of appeal will be required to first complete the dispute resolution process set out in this Policy (See Bylaw 5; and School Act s. 11(4)), unless the decision in issue is a decision of the District Discipline Committee in which case the parent or student may proceed directly to the appeal process outlined in Bylaw 5, if available.

Application to Complaints about Senior Administration.

Complaints about the decisions, actions or conduct of the Superintendent, Assistant-Superintendent or Secretary-Treasurer of the School District, should be in writing and sent to the attention of the Superintendent, and a Complaint concerning the Superintendent may be sent to the attention of the Secretary Treasurer. Where the Superintendent or, as applicable, the Secretary-Treasurer, considers it appropriate to do so, ~~he/she~~ they may submit such a Complaint to the resolution process outlined below, but omitting Step 2.



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

PROCESS (See attached Figure 1 and 2)

Step 1 - Initial Contact

At Step 1 of the Process, the Complainant is encouraged to directly approach the person about whom the Complaint relates (the "Respondent") and communicate his or her concerns or issues. The Complainant may choose to approach the Respondent in person or through written communications and should reference this Policy.

At Step 1 of the Process, the Parties will attempt to:

- define the concern(s);
- clarify the issue(s);
- develop an appreciation and understanding of each other's point of view; and,
- resolve the concern(s).

If the Complainant is unwilling to approach the Respondent directly or there is no resolution at Step 1, the Complainant may proceed to Step 2 by filing a written letter of complaint with the Respondent's direct management supervisor (the "Facilitator") (in most cases, the school principal). Please contact the School District office if clarification of the appropriate individual to receive the Complaint is needed.

In complaints concerning management Personnel (including principals, superintendent, assistant-superintendent and secretary treasurer) Step 2 will be omitted, and the Complainant may proceed directly to Step 3 by sending a written letter of complaint to the Superintendent (Complaints about the Superintendent shall be sent to the attention of the Secretary-Treasurer).

Step 2 - Facilitated Contact

Upon receiving a Complaint, the Facilitator will arrange to meet with each of the parties. The Facilitator will, as applicable, advise the union of any Complaint involving one of its members. Any party may choose to be accompanied by a support person in meeting with the Facilitator.

The Facilitator will:

- gather information and evidence;
- record the Complaint or allegations and/or investigate the Complaint;
- attempt to facilitate resolution; and,
- make a decision concerning the appropriate resolution or remedy or, where appropriate, may confirm, rescind, vary or modify the decision or action under review.

The Facilitator will Complete the Process for Resolution of Concerns Form (attached), and, if appropriate, provide copies to all parties, including, the union, the Superintendent and the Secretary Treasurer. However, circulation of the Resolution of Concerns Form may be restricted in some cases to ensure the privacy of the individuals involved.

Most Complaints will be resolved or concluded at Step 2, and the decision of the Facilitator will be considered final.

However, in appropriate circumstances, if a matter is not resolved at Step 2, it may be referred by the Facilitator to Step 3. Matters which will be referred to Step 3, include:



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

- student discipline or suspension (except where the matter has been reviewed by the District Discipline Committee);
- decisions significantly affecting the health or welfare of students (within the meaning of Section 11 of the School Act);
- complaints or concerns about any inappropriate conduct by any member of the Personnel.

Step 3 - School District Review

At Step 3, the Superintendent or his/her designate will review the Complaint and all information relevant to the matter, and may:

- contact or meet with the Complainant and Respondent;
- receive further information or evidence or investigate;
- attempt to facilitate a resolution;
- make a decision concerning the appropriate resolution or remedy or, where appropriate, confirm, rescind, vary or modify the decision under review;
- notify the parties of his/her **their** decision verbally or in writing.

At Step 3 the Superintendent may refer any matter related to student discipline to the District Discipline Committee for its review and recommendations.

Step 4 – Board of Education Review

Certain student matters may also be subject to a further right of appeal to the Board of Education. Students and Parents should refer to Bylaw 5, Student (Parent) Appeals to determine whether they are eligible to appeal their concerns to the Board of Education.

GENERAL PRINCIPLES

1. Confidentiality. The School District will endeavour to respect the confidentiality of the parties involved in a Complaint, but confidentiality cannot be guaranteed. It may be necessary for the School District to disclose details of a Complaint in order to fairly and appropriately investigate and respond to it.
2. Freedom of Information Legislation and Information Access. The School District is subject to the Freedom of Information and Protection of Privacy Act. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at www.sd69.bc.ca
3. Awareness of this Policy. All Personnel are responsible to inform members of the educational community (i.e. parents, students, and other interested persons) about this Policy as one means of resolving individual complaints or concerns.
4. Annual Policy Review. On at least an annual basis, the Superintendent shall review and circulate this Policy to school and district administrators. On or before October 30 each school year, school principals shall review this Policy with staff and local parent advisory councils.



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

5. Timeliness. The School District and all Personnel are expected to make reasonable efforts to file and respond to Complaints within a reasonable period of time. Complaints should be initiated within thirty (30) days of the decision or incident complained of.
6. Notification. If a Complaint involves allegations against a member of Personnel, that person will be provided notice of the allegations and an opportunity to respond.
7. Support. The School District and all personnel are expected to support the Resolution of Complaints process and to provide clarification of the process to parents, students and other interested persons as required.

References:

- Board Policy 710: Resolution of **Parent and Student** Complaints
- Board Bylaw 5: Parent/Student Appeals to the Board of Education
- The School Act: Part 2
- BC Confederation of Parent Advisory Councils (BCCPAC) Resources

Dates of Adoption/Amendments:

Adopted: 1989.10.15 :

Amended: 1991.09.10: Review October 2000: 2001.04.24 : 2002.10.22 : 2003.05.27:

2009.04.28: **2016.03.08**



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

Figure 1:
General Concerns

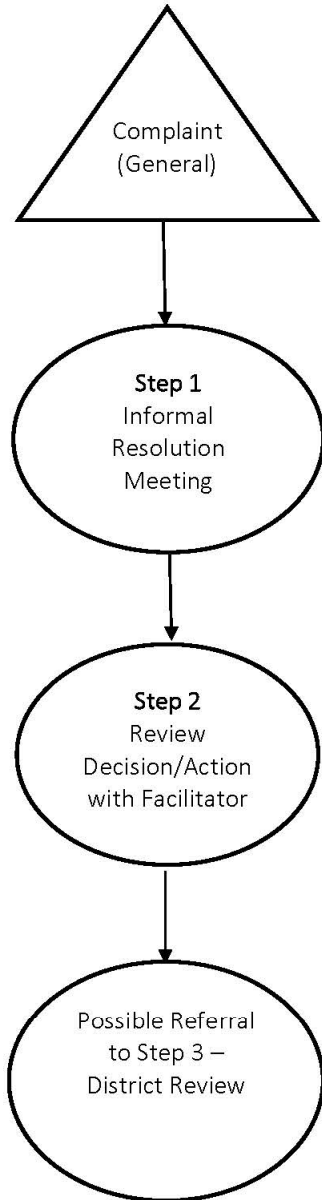
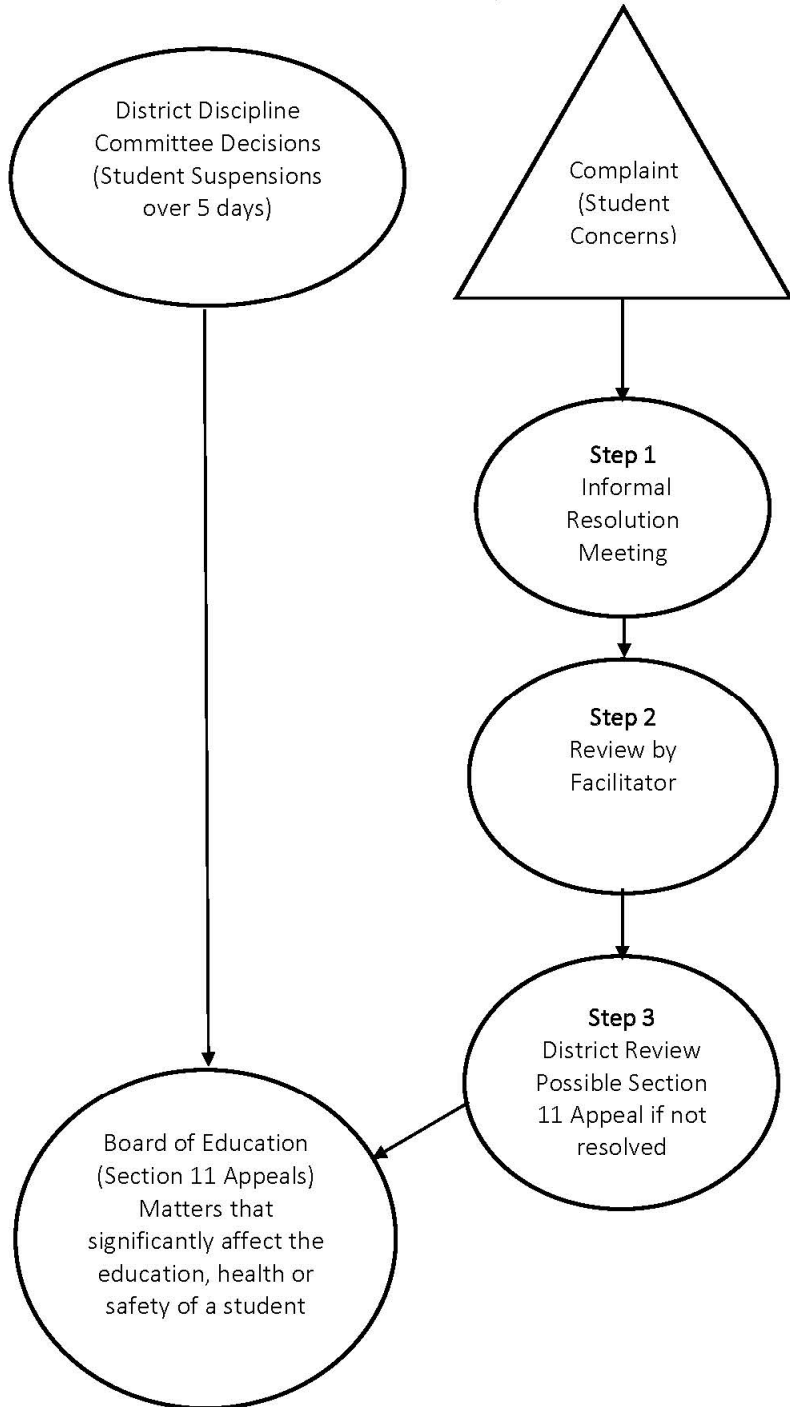


Figure 2:
Student Issues/Discipline





RESOLUTION OF PARENT AND STUDENT COMPLAINTS

Notice of Complaint

Name of Individual Raising the Concern: _____
(Please Print)

Phone # : _____

Email: _____

Date Submitted: _____

School or Work Site Where Concern Originated: _____

Others involved in this situation: _____

Please describe the situation/issue you are concerned about. Please be brief and factual; if you require assistance, please contact the DPAC president. Use the back side of this form if necessary and where appropriate, please name the persons involved in this issue.

In chronological sequence, please outline, in note form, the actions you have taken up to now in an attempt to resolve this problem.

Signature of Individual Raising Concern: _____

Date this form was completed: _____



RESOLUTION OF PARENT AND STUDENT COMPLAINTS

For Facilitator Use Only

Name of Facilitator: _____

Position: _____

Dates of Meetings/Contact:

Measures Undertaken to Resolve the Matter

Resolved

Decisions, Remedies and/or Outcomes:

Unresolved

Matter referred to:

Superintendent or Designate

Date: _____

Copies to:

- Superintendent
- Senior Staff the matter is referred to
- Supervisor's file
- Individual raising concern