



# POLICY COMMITTEE OF THE WHOLE - AGENDA

MONDAY, JANUARY 17, 2022

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)
  - 705 Corporate/Community Sponsorships, Partnerships and Advertising in Schools.
  - 706 Reporting of Suspected Child Abuse and Neglect (previously numbered 7140)
  - 708 Emergency Preparedness (previously numbered 7155)
3. Items potentially going to Second Reading (Line by Line content and edits)
  - 603 Employee Attendance Support
  - 703 Fees and Subsidies (Renamed from Student Fees and Band Instruments and previously numbered 7010)
  - 704 Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation (merges two policies previously numbered 7015 & 7054 respectively)
4. Items potentially going to Third and Final Reading (Final review)
  - 700 Safe, Caring and Inclusive School Communities
  - 701 Student Discipline
5. Items potentially to Rescind
  - 7002 Substance Use (Students) – now included with 701 (after the revised 701 is given third and final reading)
6. Future Topics
  - 800 Impairment in the Workplace (currently numbered 8003)
  - 801 Health and Safety in the Workplace (currently numbered 8001)
7. Next meeting:
  - Monday, February 14, 2022 (via Zoom until further notice)



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

Page 1 of 2

**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 propaganda 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 PROCEDURES to BOARD POLICY ~~7059~~ **705**

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

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**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



**ADMINISTRATIVE PROCEDURES to BOARD POLICY ~~705~~ 705**

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

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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 705 - Corporate/Community Sponsorships, Partnerships and Advertising in Schools*

**Dates of Adoption/Amendments:**

Adopted: 2018.02.27

Amended:





REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Page 1 of 2

**Context:**

The Child, Family and Community Service Act (Section 14) delineates every person's responsibility to report suspected child abuse or neglect to the Ministry of Children and Family Development. The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student.

**Policy Statement:**

The Board is responsible for the safety of all students and supports the proper reporting of any harm to a student while in the care of School District 69.

**Guidelines:**

1. The Board requires that all staff be trained in identifying and responding appropriately to any signs and/or symptoms of child abuse or neglect.
2. The Board will provide training, support and materials to staff in order to facilitate timely reporting.
3. The Board expects all staff to understand and use the information provided in the British Columbia Handbook for Action on Child Abuse and Neglect – For Service Providers, and/or Responding to Child Welfare Concerns as well as the Administrative Procedures for this policy to guide and assist in reporting.

**References:**

- Child, Family and Community Service Act (Starting at section 14) [https://www.bclaws.gov.bc.ca/civix/document/id/consol30/consol30/96046\\_01#section14](https://www.bclaws.gov.bc.ca/civix/document/id/consol30/consol30/96046_01#section14)
- B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers
- [https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_serviceprovider.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf)
- Responding to Child Welfare Concerns [https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/child\\_abuse\\_prevention\\_handbook-general\\_public\\_booklet.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/child_abuse_prevention_handbook-general_public_booklet.pdf)
- District 69 Tri-lateral Protocol ???

**Dates of Adoption/Amendments:**

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27:  
Interim Revision September 2010: 2017.01.24:



REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

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**The Board of Education recognizes its responsibility to ensure the safety and well-being of all School District 69 students. The Board requires that all School District 69 staff be aware of, and alert to, signs and symptoms of possible child abuse or neglect and to respond appropriately if there are concerns about a child's safety or well-being.**

**In reporting incidents of suspected child abuse or neglect, staff will be guided by the Administrative Procedures associated with Board Policy 7140, as well as the provisions of the *Child, Family and Community Services Act* and the procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.**

References:

- Administrative Procedure to Board Policy 7140: Reporting of Suspected Child Abuse and Neglect
- The B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers (June 2017) [https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_serviceprovider.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf)
- Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report (March 2017) [https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_generalpublicbooklet.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf)
- Child, Family and Community Services Act
- District 69 Tri-Lateral Protocol





ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7140 706

REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

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**Purpose**

*The Child, Family and Community Service Act* requires anyone who has reason to believe that a child has been or is likely to be at risk has a legal duty to make a report to a child welfare worker or directly to the police if a child is in immediate danger.

The Ministry of Child and Family Development (MCFD) has the lead responsibility for responding to suspected child abuse and neglect. It also delegates authority for child protection and family support to Aboriginal Child and Family Services Agencies, which provide services to their communities. Police also play a role in responding to suspected child abuse and neglect if it is believed that a child is in immediate danger, or if a criminal offence against a child is suspected.

The Board recognizes the need to protect the personal and physical well-being of students. The role of SD69 Staff is to be aware of, and alert to, signs and symptoms of possible child abuse or neglect – and to respond appropriately if there are concerns about a child's safety or well-being. It is important to ensure that we provide a collaborative response to incidents of suspected child abuse and neglect.

**Training and Review**

New employees will be informed of the administrative procedures regarding reporting suspected child abuse and neglect as part of their orientation to the district. In addition, principals will review this document with all staff (e.g. teachers, education assistants, custodians) at the beginning of each school year with the assistance of the school counselors if requested.

Volunteers and other itinerant staff (e.g. teachers on call) in the schools will be provided with a copy of this administrative procedure for their reference.

**DUTY TO REPORT**

Under *the Child, Family, and Community Services Act*, the legal duty to report is the responsibility of every individual. Any person who has reason to believe that a child needs protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Child and Family Development.

In this context, **reason to believe** means that, based on what you have seen, or information you have, you believe a child could be at risk. If you are unsure about whether a report should be made or have questions around reporting a case, contact a Child Protection Social Worker to seek further advice.

Informing any other agency or person (e.g. principal or counsellor), does not discharge your legal duty to report directly to a Child Protection Social Worker. The legal duty to report overrides any duty of confidentiality, except a solicitor-client relationship or where provisions of the *Youth Criminal Justice Act* apply.



### When Protection Is Needed

Any child under the age of 19 is in need of protection when child abuse and/or neglect are suspected. Child abuse and neglect means physical or emotional harm, sexual abuse or exploitation, negligent treatment or maltreatment as a result of an act or omission by a person who is responsible for the child's care (e.g. parent, supervisor, or legal guardian).

Child abuse includes the following:

**Physical Abuse** – a deliberate act of physical force or action that results in or is likely to result in physical harm to a child that exceeds what could be considered reasonable discipline.

**Sexual Abuse and Exploitation** – when a child is used or likely to be used for the sexual gratification of another person. It may include any behaviour of a sexual nature towards a child.

**Emotional Abuse** – may occur separately from or along with other forms of abuse and neglect and involves acts or omissions that are likely to have serious, negative emotional impacts.

**Neglect** – the failure to provide for the child's basic needs (e.g. physical, emotional, medical) that results in or is likely to result in harm to the child.

### Procedures for Reporting Suspected Child Abuse or Neglect

#### Completing a Report

Staff must make a report when there is any reason to believe that a child has been or is likely to be abused or neglected, and that the parent is unwilling or unable to protect the child. If a child is in immediate danger, call 911 for local police assistance.

If the suspected abuser is a parent, care giver, student, school district employee, or adult in the community report the incident to MCFD at 1- 800-663-9122 (any time of the day or night, 24 hours a day 7 days a week).

Inform the Principal that a report has been filed. The Principal will inform the Superintendent that a report has been made to the MCFD.

Obtain and complete a copy of the confidential **Report of Suspected Abuse** form from the Principal. Return a copy to the Principal for safekeeping. A second copy is to be placed in an envelope marked Confidential and delivered to the Board Office, to the Superintendent's attention. Do not place the child's name on the outside of the envelope.

If the suspected abuser is a District employee, inform the Principal of the suspected abuse after the report has been made. The Principal will inform the Superintendent. The Superintendent will work with the appropriate authorities under the terms of the **District 69 Tri-Lateral Protocol** signed with the RCMP and MCFD.



### **Reminders**

No communication is to be made with a suspected abuser. This is the responsibility of the MCFD child welfare worker and/or police.

Schools shall provide a private space where an MCFD child welfare worker can interview children.

It is the responsibility of the Ministry of Child and Family Development and the police to investigate and to inform the parents and victims of their concerns. Schools are to direct any inquiries back to these agencies. Schools are not to discuss or release information to any other individuals.

In reporting incidents of suspected child abuse or neglect, staff will be guided by the provisions of the *Child, Family and Community Services Act* procedures described in the *British Columbia Handbook for Action on Child Abuse and Neglect - For Service Providers*.

### **References:**

- Board Policy 706: Reporting of Suspected Child Abuse and Neglect
- The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers (June 2017)  
[https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_serviceprovider.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf)
- Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report (March 2017) [https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_generalpublicbooklet.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf)
- Child, Family and Community Services Act
- District 69 Tri-Lateral Protocol

### **Dates of Adoption/Amendments:**

Adopted: 1980.01.23:

Amended: 1985.07.03: 1987.11.25: 1989.01.25: 1991.02.12: 1996.06.18: 2001.02.27: Interim  
Revision September 2010: **2017.01.24:**

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM**

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**CONFIDENTIAL**

**School Name:** \_\_\_\_\_

**PLEASE PRINT AND PROVIDE DETAILS**

**1. PERSON MAKING THE VERBAL REPORT TO THE MINISTRY OF CHILD AND FAMILY DEVELOPMENT (MCFD)**

Name: \_\_\_\_\_

School: \_\_\_\_\_

Principal: \_\_\_\_\_

**2. RECORD OF THE VERBAL REPORT TO MCFD**

Date and time of verbal report: \_\_\_\_\_

Name of person to whom you reported: \_\_\_\_\_

Position: \_\_\_\_\_ Phone number: \_\_\_\_\_

Office Address: \_\_\_\_\_

**3. STUDENT INFORMATION – COLLECT DATA FROM VERIFICATION SHEET**

Name: \_\_\_\_\_ Date of birth (d/m/y): \_\_\_\_\_

Home address where student currently lives: \_\_\_\_\_

\_\_\_\_\_

Classroom or homeroom teacher: \_\_\_\_\_

Name and address of person(s) who has legal custody of the child at the time of report: \_\_\_\_\_

\_\_\_\_\_

Phone Number: \_\_\_\_\_ Work Number: \_\_\_\_\_ Cell Number: \_\_\_\_\_

Special Needs, if any, including any barriers to communication: \_\_\_\_\_

\_\_\_\_\_

Sibling names, ages and schools, if known: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**SCHOOL DISTRICT No. 69 (QUALICUM)**

**REPORT OF SUSPECTED CHILD ABUSE AND NEGLECT FORM**

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4. INFORMATION FROM THE STUDENT'S DISCLOSURE OR YOUR REASONS TO BELIEVE THE STUDENT HAS BEEN OR IS LIKELY TO BE IN NEED OF PROTECTION (CONVERSATION, EVENTS, OBSERVATIONS OR CIRCUMSTANCES): ATTACH ANOTHER SHEET IF NECESSARY. (*FOCUS ON FACTUAL INFORMATION*)

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Attach the child's writing, drawing, or artwork that supports this report.  
Sign and date these.

5. DOCUMENT ANY INFORMATION THE CHILD PROTECTION WORKER SHARED WITH YOU.

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6. WERE THE POLICE INVOLVED IN THE INVESTIGATIONS? Yes: \_\_\_\_ No: \_\_\_\_

7. YOUR SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

8. **RETURN A COPY OF THIS FORM TO THE PRINCIPAL FOR SAFEKEEPING. SEAL THE ORIGINAL COPY OF ALL INFORMATION IN AN ENVELOPE. DATE, SIGN, MARK IT 'CONFIDENTIAL TO THE ATTENTION OF THE EXECUTIVE ASSISTANT OF THE SUPERINTENDENT'. TAKE TO THE EXECUTIVE ASSISTANT OF THE OFFICE OF THE SUPERINTENDENT AT THE SCHOOL BOARD OFFICE. IT WILL BE FILED CONFIDENTIALLY.**

**DO NOT PLACE IN STUDENT FILE.**



## EMERGENCY PREPAREDNESS AND CLOSURES

### Context:

Along with all levels of government, the Board recognizes that being prepared for various types of emergencies and responding appropriately is essential to maintaining a safe learning and working environment.

### Policy:

The Board will develop and maintain a robust emergency preparedness plan and protocol that will include clear direction to all staff and students about preparing, training, rehearsing and reacting to emergencies. This plans and protocols will work together with the plans of local, regional, and provincial governments.

### Guidelines:

The Board expects that:

1. The District Emergency Preparedness Plan will be maintained and regularly updated. This plan will work in collaboration with municipal/regional plans.
2. All schools and work sites will maintain and update a Site Emergency Preparedness Plan.
3. Training and rehearsal for emergencies will be on-going in each school and worksite.
4. Any potential emergency situation identified by the Health and Safety Committee will be included in the plans.
5. All employees will safeguard children under their care in the event of an emergency or school closure.
6. Parents/guardians will be fully informed of the plans in the case of an emergency including school closures.

### References:

- Emergency Management B.C.  
<https://www2.gov.bc.ca/gov/content/safety/emergency-management>
- Emergency Management Oceanside <https://www.emergencyoceanside.ca/>

### Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: **2018.02.27**

**The Board of Education recognizes the importance of being prepared for various types of emergencies, both natural and human caused, that could occur while school is in session, necessitating the need to implement appropriate plans and procedures to deal with such emergencies.**

**An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize the situation. Emergencies affecting schools District facilities, and/or District transportation services that may prohibit the intended uses for an unspecified period of time may include earthquake, fire, flood, road closure, hazardous material accident/spill, threat to schools (i.e. bomb threat), violent physical incident or threat, school bus accident, and/or inclement weather.**





EMERGENCY PREPAREDNESS AND CLOSURES

All schools and work sites will develop, implement, and maintain a Site Emergency Preparedness Plan taking potential larger scale emergency situations into consideration. The District Emergency Procedures and Site Emergency Preparedness Plan will identify and outline the role of the affected staff in an emergent situation.

To this end, it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures in place at a specific work site and for the District, and to be prepared should an emergency occur. All School District 69 sites will follow the District Emergency Procedures and Site Emergency Preparedness Plan.

The Board of Education will endeavor to ensure that staff and students are trained in fundamental emergency procedures, and that District facilities are as safe as possible from hazards.

References:

- Administrative Procedure: Emergency Preparedness
- District Emergency Procedures

## **SCHOOL DISTRICT No. 69 (QUALICUM)**

### **ADMINISTRATIVE PROCEDURE TO POLICY 7009**

#### **EMERGENCY PREPAREDNESS**

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Site Administrators, in cooperation with the appropriate authorities, shall have Emergency Preparedness Plan procedures in place to ensure the safety of staff and students. That plan should provide for the evacuation, care and reuniting of students with parents.

All employees shall be informed about the Site Emergency Preparedness Plan procedures to be followed at their worksite to ensure their safety and the safety of others.

At the beginning of each school year, parents shall be informed of the District Emergency Procedures and Site Emergency Preparedness Plan. This information will outline emergency procedures to be followed by staff and students in case of an emergency.

Emergency drills, including fire, earthquake, and lockdown, shall be undertaken in conformity with the District Emergency Procedures and Site Emergency Preparedness Plan.

The Board of Education will endeavor to ensure that each school has sufficient staff trained in the following:

- a. emergency planning
- b. the reduction of hazardous conditions
- c. Basic First Aid, C.P.R. Systematic Search and Basic Rapid Building Damage Assessment.

If materials and supplies beyond those normally provided by the School District are to be kept on hand to augment the Site Emergency Preparedness Plan, then it shall be the responsibility of each worksite to obtain and maintain supplies in good order.

The Site Emergency Preparedness Plan must be easily identifiable and located in the main office of the worksite and any other locations that can be easily accessed by all site employees

The General Manager of Operations shall also develop an Emergency Preparedness Plan to address the safety of students and staff on school buses. Copies of this plan will be located at the Transportation Department Office, on each school bus and at each school.

In the event that a Site Administrator (or designate) must implement emergency procedures, the Superintendent of Schools (or designate) must be kept informed of the situation.

In the event of an advance warning of an impending natural disaster or any other occurrence which is a threat to the safety of children in school, the following action will be taken:

- a. The Superintendent of Schools (or designate) and/or Principal shall order a school or school(s) to be locked down or closed.
- b. Parents will be notified in accordance with established school procedures.
- c. Students will be dismissed and a student release/transportation plan enacted.
- d. The General Manager of Operations shall be responsible for providing the immediate transportation of students.
- e. The Superintendent of Schools (or designate) shall immediately notify the public of the threat to student safety and the nature of the emergency.

#### *References:*

- *Board Policy 7009: Emergency Preparedness*
- *District Emergency Procedures*

# Staff Emergency Procedures

## Lockdown

Used in response to an armed or dangerous assailant **WITHIN** the school.

### Lockdown

- Gather people in your vicinity into a secure room – do this quickly
  - Close and secure doors
  - Turn off lights, be quiet, get down low/behind heavy furniture, get out of sight
  - Silence all cell phones and ask they be placed face down on floor
  - Alert other occupants by any means available and/or call 911 - only if safe to do so
- Or Leave Safe If no secure area is available and a safe exit is, then quickly leave the area/school. Report to the designated assembly area and await instructions.

\*Normal activities in the school cease. Await police response.

## Hold & Secure

Used if there is a security concern in the neighbourhood

Bring everyone into the school and remain inside

Secure exterior doors

Close exterior window blinds/drapes (if available)

No one may enter or exit the school during Hold and Secure

\*Typically normal activities continue **WITHIN** the school.

## Room Clear

Used to move people away from a hazard contained in one room/area

Direct students to leave the room/area and report to designated area (Ex. Library)

Summon assistance as needed and appropriate (Ex: call First Aid Attendant, Principal/Vice Principal, Maintenance Staff, 911)

\*Staff should remain to manage the situation arising or exit if the room is unsafe

## Shelter in Place

Used if an environmental hazard may impact the school

Bring everyone into the school and remain indoors

Secure exterior doors and windows

Close exterior window blinds/drapes (if available)

Turn off all ventilation systems (if locally available/situation dependent)

Staff designates will monitor access to the school via the main entrance.

Access may be denied if a risk exists that jeopardizes the safety of occupants

\*Typically normal activities continue **WITHIN** the school

## Evacuate

Used to move people out of the school when a hazard exists inside

Direct students and other staff to exit the school via the shortest safe route

Report to and assemble outside at the designated assembly site

\*Principal or designate will determine next steps

## Drop, Cover, and Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school

Quickly move away from obvious hazards

**Drop** - low to the ground

**Cover** - take Cover under a sturdy table, desks, furniture, or other large sturdy items

**Hold On** - to the furniture you are under and stay there until the shaking stops

After the shaking stops, wait 60 seconds and then Evacuate via the shortest safe route

Report to and assemble outside at the designated assembly site

\*Principal or designate will determine next steps

## EMERGENCY TERMINOLOGY QUICK REFERENCE

### SCHOOL DRILLS

- **Fire**
  - 6 drills/year as follows:
    - 3 drills before end of January
    - 3 drills after the beginning of February
  - Note: actual alarms and false alarms count as drills
- **Earthquake**
  - 3 drills/year
- **Lockdown**
  - 3 drills/year
  - 1 staff only (optional)
  - 2 with staff and students
- **Hold & Secure + Shelter in Place**
  - 1 review of procedure/year
  - Process of securing school exterior is to be rehearsed by Principal/VP and staff only

### FOR MORE INFORMATION CONTACT

Gillian Wilson  
Safe Schools Coordinator  
email: [gwilson@sd69.bc.ca](mailto:gwilson@sd69.bc.ca)  
office: 250-954-3078

### EMERGENCY ASSEMBLY AREA

This Site's Assembly Areas:





**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**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 603 –  
**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;





**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**



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

**Appendix 1 – Definitions**

<b>Absence</b>	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.
<b>Culpable Absence</b>	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.
<b>Non-Culpable Absence</b>	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"> <li>• physical or mental illness, injury or mental conditions including those constituting disability for which accommodation is required under the BC Human Rights Code;</li> <li>• family responsibilities including those for which accommodation is required under the BC Human Rights Code;</li> <li>• 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.</li> </ul>
<b>Accommodation</b>	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.
<b>Inclusive Workplace</b>	Is a workplace where all employees have the opportunity to contribute and participate in the workplace in a barrier free environment.
<b>Undue Hardship</b>	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.
<b>Modified Duties</b>	Changes to assigned work tasks, methods, equipment, work station, or schedule.



## SCHOOL DISTRICT No. 69 (QUALICUM)

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

Page 5 of 5

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

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**STUDENT FEES AND BAND INSTRUMENTS FEES AND SUBSIDIES**

Page 1 of 1

**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 families of 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_06#section82)  
[https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412\\_11#section168](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/m236_07.pdf)  
[https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m140\\_89.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**



**STUDENT FEES AND BAND INSTRUMENTS FEES AND SUBSIDIES**

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/guardians the 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 school do not typically provide, such as: 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*.



**STUDENT FEES AND BAND INSTRUMENTS- FEES AND SUBSIDIES**

**References:**

- *The School Act*
- *Board Policy 703: Fees and Subsidies*

**Dates of Adoption/Amendments:**

- Adopted: 2018.02.27
- Amended:

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## Student Fees 2021-2022

School	Activity or Resource	Fee
<b>AES</b>	Cooking Program (K/1)	20.00
	Music Recorder (Grades 2 - 5)	7.00
	Swim Program (Grade 3)**	45.00
	<b>Ukulele Program (Grades 6-7) – Optional</b>	<b>25.00</b>
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>BES</b>	Cooking Program (Grades K/1)	20.00
	Music Recorder (Grades 2 - 5) – <i>if requested by teacher</i>	<b>7.00</b>
	Student Planner – <i>if requested by teacher</i>	5.00
	Swim program (Grade 3)**	20.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>EES</b>	Cooking Program (K/1)	20.00
	Headphones – <i>if requested by teacher</i>	20.00
	<b>Music Recorder – <i>if requested by music teacher</i></b>	<b>7.00</b>
	Student Planner – <i>if requested by teacher</i>	8.00
	Swim program (Grade 3) ***	Up to 45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
<b>NBES</b>	Music Recorder - <i>if requested by music teacher</i>	Up to 7.00
	Ukulele Program – <i>if requested by music teacher</i>	Up to 25.00
	Student Planner	8.00
<b>ÉOES</b>	Music Recorder (Grades 3-5) - <i>if requested by teacher</i>	8.00
	Student Planner	8.00
	<b>Headphones – <i>if required by teacher</i></b>	<b>\$20.00</b>
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	
<b>QBES</b>	Combination Locks – Grades 5 to 7 - <i>Optional</i>	8.00
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3 - 5)	5.00
	Swim Program (Grade 3)**	40.00
	** The fee for this activity may be reduced depending upon the financial support provided by PAC each year.	
<b>SES</b>	<b>Combination Lock – Grades 6/7 - <i>Optional</i></b>	<b>5.00</b>
	Cooking Program (Primary)	20.00
	Music Recorder (Grades 3-5)	5.00
	Student Planner	8.00
	Swim Program (Grade 3)**	45.00
	**The fee for this activity may be reduced depending upon the financial support provided by PAC each year	

## Student Fees 2021-2022

<b>PASS/WW</b>	Student Activity Fee – Woodwinds	NA
	Nutrition Program (Fee per semester)	40.00 per semester if can
	Textbook Deposit Fee PASS/Continuing Ed. – Refundable	NA
<b>BSS</b>	Student Activity fee	10.00
	Student Lock fee	5.00
	Textbook Deposit Fee - Refundable	50.00
	<b>Workbooks - <i>Optional</i></b>	<b>15.00 to 30.00 depending on course</b>
<b>KSS</b>	Student Activity Fee	10.00
	Student Lock Fee	5.00
	Textbook Deposit Fee – Refundable	50.00
	<b>Workbooks - <i>Optional</i></b>	<b>10.00 to 30.00 depending on course</b>
<b>CEAP</b>	Computer Rental Deposit (Laptop Model) – Refundable	75.00
	Textbook and Resources Deposit Fee, if required - Refundable	75.00
<b>CEAP – ADDITIONAL FEES FOR GRADUATED ADULT STUDENT</b>		
	Four Credit Course (excluding free BC Ministry of Education courses)	400.00
	Student Fee	50.00
<b>PROGRAMS OF CHOICE</b>	School District 69 (Qualicum) offers a range of <i>Programs of Choice</i> that provide unique learning opportunities for our diverse student population. In some cases a <i>Program of Choice</i> may result in a fee per student. For further information, please see “ <i>Education Programs – Programs of Choice</i> ” page located on the School District 69 website ( <a href="http://www.sd69.bc.ca">www.sd69.bc.ca</a> ).	



**STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFER/  
DISTRICT BUS TRANSPORTATION**

Page 1 of 1

**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/guardians 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/guardians 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 parents/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. Parents/guardians will assume responsibility for transportation, or any additional costs incurred by granting of a cross-boundary transfer.
3. Bus transportation may be provided to out of catchment students if space is available on the bus with all expenses paid for by parents/guardians.

**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](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**



**STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/  
DISTRICT BUS TRANSPORTATION**

**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 parents/guardians 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 30<sup>th</sup> of any school year. Transfer students may be returned to their catchment area school, or, upon a parents/guardian's request, to another District 69 school (subject to space availability) up to and including September 30<sup>th</sup> 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 member of that school community.



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7040 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/  
DISTRICT BUS TRANSPORTATION

- This status will be retained upon transition to the secondary school which students from that school would normally attend based on district catchment areas.
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 parents/guardians through the completion of the district’s Application for Cross-Boundary Enrollment 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 7054~~) 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 parents/guardians.

**Transportation of Students by District School Bus Service**

1. Walk limits are distances determined by the Ministry of Education. Funding is based on provincially established eligibility walk limits. The Board will establish local walk limits annually.
2. Exceptions to established walk limits are:
  - a. Students at all grade levels who are living, and attending school, in the catchment areas for Nanoose Bay, Errington, and Bowser Elementary Schools, will have an eligible walk limit of 1.5 km.
  - b. Special needs students, where transportation costs are recognized on a door-to-door basis for those students diagnosed unable to walk to school due to physical or mental disabilities and therefore need to travel to school by vehicle.
  - c. Extra curricular activities, when funding is provided for this service by schools.
3. The need for transportation fees and the cost of any actual fees for courtesy riders\* will be determined by the Board during budget deliberations in the spring of each year. Announcement of any fees and payment schedule will be made public following approval of the budget for the next school year. There are no fees for eligible riders.
4. The bus driver is the final authority in all matters relating to the safety and well-being of passengers.

**\*Courtesy Riders – students who fall outside of the criteria for eligible riders but who can be accommodated through surplus space on existing transportation routes on a fee for service basis.**



ADMINISTRATIVE PROCEDURES to BOARD POLICY ~~7040~~ 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/  
DISTRICT BUS TRANSPORTATION

**References:**

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





**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 who work directly with students shall have access to training on the ~~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**

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**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](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](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](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>



**SAFE, CARING, ~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

**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.



**SAFE, CARING-~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

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 15<sup>th</sup> 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 15<sup>th</sup>, 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



**SAFE, CARING-~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

- 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).*



**SAFE, CARING-~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

*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.*



**SAFE, CARING-~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

*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.





**SAFE, CARING-~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

**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.





**SAFE, CARING-~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

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



**SAFE, CARING-~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

- 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



**SAFE, CARING-~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

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.

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



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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.

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**



**SAFE, CARING ~~COMPASSIONATE~~, AND INCLUSIVE SCHOOL COMMUNITIES**

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 to Board Policy 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:



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 a 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