



POLICY COMMITTEE OF THE WHOLE - AGENDA

MONDAY, FEBRUARY 14, 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)
 - 708 Emergency Preparedness and Closures (previously numbered 7155)
 - 800 Impairment in the Workplace (previously numbered 8003)
 - 801 Health and Safety of Employees in the Workplace (previously numbered 8004)
 - 507 Programs of Choice and Academies (**NEW** - Instruction Policy Section)
3. Items potentially going to Second Reading (Line by Line content and edits)
 - 705 Corporate Community Sponsorship
 - 706 Reporting of Suspected Child Abuse and Neglect
4. Items potentially going to Third Reading (Final review)
 - 704 Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation
 - 603 Employee Attendance Support
5. Future Topics – April Meeting
 - 703 Student Fees and Band Instruments (Renamed to Fees/Subsidies) Will be in second reading to be considered beside Programs of Choice
 - 802 Student Health—Common Medical Concerns
 - 803 Scent Considerate School/Workplaces
 - 804 Physical Restraint and Seclusion of Students
6. Date of Next Meeting:
 - **Tuesday**, April 19, 2022 (change in day of the week due to Easter weekend)



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~~ These plans and protocols will work together with the plans of local, regional, and provincial governments.

Guiding Principles:

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**~~



EMERGENCY PREPAREDNESS AND CLOSURES

~~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.~~

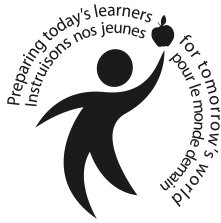
~~All schools and work sites will develop, implement, and maintain a Site Emergency Preparedness Plan taking potential larger scale emergency situations into consideration. The District Emergency Procedures and Site Emergency Preparedness Plan will identify and outline the role of the affected staff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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7009 708

EMERGENCY PREPAREDNESS AND CLOSURES

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 **district** 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.

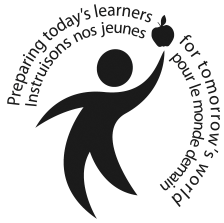
In the event that a Site Administrator (or designate) must implement emergency procedures, the Superintendent of Schools (or designate) must be kept informed of the situation.

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 708: Emergency Preparedness
- *District Emergency Procedures*



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 7009 708

EMERGENCY PREPAREDNESS AND CLOSURES

Page 2 of 3

Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: 2018.02.27

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@sdfis.bc.ca
office: 250-954-3078

EMERGENCY ASSEMBLY AREA

This Site's Assembly Areas:





Context:

A healthy and well-functioning workplace and learning environment are necessary for learning to occur. A safe workplace is recognized as a right in Workers' Compensation and Occupational Health and Safety legislation. Impairment leading to an inefficient, or unsafe environment must be prevented, identified and effectively acted upon.

Policy Statement:

The Board of Education of SD69 (Qualicum) considers the health, safety and wellbeing of students and employees to be of paramount importance. The Board recognizes how impairment can adversely affect an individual's conduct, capability, performance at work, and their general wellbeing.

~~It is the intent of this policy:~~

Guiding Principles:

1. The Board promotes the health, safety and wellbeing of all employees by achieving a balance between supporting individuals who admit to a problem ~~in order to get help~~ and protecting students and employees from undue risk.
2. All employees and volunteers are in a position of trust. They are expected to be fit for duty and able to perform their work safely, competently, productively, and consistent with how they function under normal or usual conditions.
3. The Board holds its employees and volunteers to a duty to immediately report impairment or potential impairment in the following circumstances:
 - a. prior to commencing work, if an employee/volunteer believes their ability to work is impaired for any reason; or,
 - b. if an employee/volunteer has witnessed behaviours or received information that leads them to believe that another employee's/volunteer's ability to work is impaired for any reason.
4. The Board prohibits the use or consumption of impairing substances at work or in the workplace.
5. The Board prohibits the possession, manufacture, distribution, storage, offering for sale, or sale of impairing substances by any individual at work or in the workplace, either inside or outside of working hours. Such activity may be reported immediately to the police.
6. The Board will create a culture that respects the dignity and privacy of individuals while encouraging and supporting employees ~~with substance use disorders~~ to seek help at an early stage. ~~in the knowledge that they will be supported to overcome their difficulties;~~
7. The Board will support employees who require accommodation under human rights law, by assisting with access as appropriate to programs, services, benefits, work modifications, and the authorized use of prescribed medications.
8. The Board will ensure that employees are provided with information on the risks of impairment at work. ~~, with specific consideration to using impairing substances and the negative impact that these have on job performance and health and safety.~~



IMPAIRMENT IN THE WORKPLACE

- a) ~~to reduce poor health, absenteeism, poor performance or misconduct resulting from impairment in the workplace;~~
- b) ~~to ensure a safe working and learning environment by establishing administrative procedures in compliance with regulatory requirements; and,~~
- c) ~~to respect the dignity and privacy of individuals.~~

SCOPE

~~This policy and related administrative procedure (collectively this “policy”) are designed to prevent and address impairment at work. This policy applies to all employees (including supervisors and managers), whether permanent, temporary, casual, contract, or student workers. Volunteers and contractors are also subject to this policy and are included within the definition of employee under this policy.~~

~~For the purposes of this policy the definition of impairment not limited to the effects of impairing substances such as illicit drugs, cannabis or alcohol. It extends to include impairment arising from the use of medications, physical and mental health issues and fatigue. See Appendix 1 for definitions pertaining to this policy.~~

~~Anyone who is reasonably suspected of not being fit for duty will be required to leave work and will be provided with safe transportation home or to required medical attention.~~

NON-COMPLIANCE

~~Non-compliance with this policy, including but not limited to a failure by an employee to disclose their ability to work is impaired, may result in disciplinary measures up to and including termination.~~

REGULATORY REQUIREMENTS

~~Under Section 116 (2)(d) of the **Workers Compensation Act**, a worker is required to ensure that the worker’s ability to work without risk to his or her health or safety, or to the health or safety of any other person, is not impaired by alcohol, drugs or other causes.~~

~~Sections 4.19 and 4.20 of the **Occupational Health and Safety Regulation** include the obligations of workers to advise their employer if their ability to safely perform their work is affected by alcohol, a drug or other substance, and to not knowingly do work where their impairment may create an undue risk to themselves or anyone else.~~

~~The same sections of the Regulation include the obligations of employers to not assign impaired workers to activities where their impairment may create an undue risk to the worker or anyone else, and to ensure that workers whose impairment endangers the worker or anyone else, do not remain at the workplace.~~



Definitions:

Fit for Duty	A state in which an employee is not impaired and is able to perform their job duties with efficiency, competency, and in a safe manner consistent with how that individual functions under normal or usual conditions.
Work	<p>Any task or activity performed for or on behalf of the School District, any task or activity associated with an employee's employment with the School District, or any task or activity where the employee is seen as acting as a representative of the School District.</p> <p>Work includes all breaks (whether paid or unpaid), any period during which an employee is on working call, and periods during which the employee is not actively performing work for the School District, but is otherwise away from their normal residence and is involved in a School District organized trip, activity, or event.</p>
Workplace	<p>School property as defined in the Cannabis Control and Licensing Act, as amended (including areas consisting of a sidewalk, boulevard or similar components, that abuts school property), and any location, vehicle, or equipment whether owned, leased, licensed, operated, or otherwise controlled by the School District, or any other place at or from which an employee works in the course of their duties (including their personal vehicle).</p> <p>This includes any location where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the School District, and includes the location where an employee telecommutes or works from home.</p>
Impairing Substance(s)	Any substance that is ingested, consumed, or otherwise introduced into the body, that can cause the individual to be impaired. Impairing substances may affect an employee's ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects.
Impaired/Impairment	A deterioration or diminishment of an individual's physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely. A person will be considered impaired if their physical or mental state appears to be negatively affecting their cognitive ability or judgement, or their ability to perform their job safely and competently, such as driving or operating machinery.



Medication	A substance obtained legally, either over-the-counter or through a doctor's prescription, that is taken in accordance with a doctor's directions, or, if over-the-counter, taken in accordance with the directions of the manufacturer.
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References:

- Workers Compensation Act, 2019
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/19001_02#section21
- Occupational Health and Safety Regulation, BC Reg 296/97
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/296_97_00
- Controlled Drugs and Substances Act, SC 1996 <https://laws.justice.gc.ca/enq/acts/C-38.8/index.html>
- ~~Cannabis Control and Licensing Act, SBC 2018, c 29~~
- ~~Cannabis Distribution Act, SBC 2018, c 28~~
- ~~Canada Human Rights Act, RSC 1985, C. H-6~~
- ~~Criminal Code, RSC 1985, c. 46~~
- ~~Tobacco and Vapour Product Control Act, RSBC 1996, c.451~~
- ~~Administrative Procedure to Board Policy 8003 ~~800~~: Impairment in the Workplace~~

Dates of Adoption/Amendments:

Adopted: 2018.12.18

Amended:



PURPOSE

1. The purpose of this administrative procedure is to set out how the School District 69 will handle impairment in the workplace, as well as the roles and responsibilities in relation to this matter.
2. This administrative procedure must be read in conjunction with the Policy 8003: *Impairment in the Workplace*.

ROLES AND RESPONSIBILITIES

Employees and Volunteers

3. Employees and volunteers must:
 - a. Understand and abide by this policy and related administrative procedure;
 - b. be fit for duty at work and in the workplace; Report to work and perform their assigned duties safely and acceptably without impairment in order to ensure their health and safety and that of others.
 - c. ensure that their ability to perform their job duties is not negatively affected by the use or after-effects of impairing substances;
 - d. consult with their physician and/or pharmacist to determine if their underlying health condition or their use of any medication may affect their fitness for duty or the safety of any person at work or in the workplace;
 - e. advise their supervisor if they are taking or have taken any impairing substance or are experiencing symptoms arising from an underlying health condition that may negatively impact their fitness for duty or the safety of any person at work or in the workplace;
 - f. advise their supervisor or the Health and Wellness Coordinator or designate, in a confidential manner if they reasonably believe another employee is not fit for duty;
 - g. remain fit for duty or decline unscheduled shifts if impaired; and,
 - h. immediately inform their supervisor if their job role requires a valid driver's licence and their driving privileges are lost, revoked, or suspended due to impaired driving, including but not limited to charge, suspension, or conviction while on or off duty.

Supervisors and managers

4. Supervisors and managers must:
 - a. play a key role in the communication, implementation and monitoring of this administrative procedure and related policy;
 - b. work with human resources to proactively identify and manage issues concerns relating to impairment;
 - c. collaborate with the Health and Wellness Coordinator or designate, union and employee to provide support and accommodation in accordance with human rights law;
 - d. address any situation where an employee is reasonably suspected of being not fit for duty, including but not limited to prohibiting operation of a motor vehicle;



- e. record relevant information about any incident of suspected impairment and report it without delay to the Health and Wellness Coordinator or designate; and,
- f. foster a workplace culture that encourages employees to self-disclose and seek support for any conditions or concerns about impairment and to understand how this affects their job performance or compromises workplace health and safety.
- g. practice confidentiality.

CONFIDENTIALITY

- 5. All disclosures or discoveries of impairment in the workplace will be treated confidentially and with empathy.
- 6. Any details pertaining to an employee's impairment or suspected impairment in the workplace will not be shared unless the employee gives consent. The exception is when consent is not given, or not capable of being given, and there is an immediate risk of harm to the individual or others. Under such circumstances, only those who need to know in order to reduce the risk of harm, may be told.

ACCESS TO ASSISTANCE

- 7. Employees and their dependents may seek free and confidential assistance from the Employee and Family Assistance Program (EFAP) available at: www.workhealthlife.com or 1-844-880-9142.

All employees can self-refer to the EFAP and this service is free and confidential.

- 8. All Employees are also encouraged to seek assistance from their immediate supervisor, and/or the Health and Wellness Coordinator.
- 9. MATA members are encouraged to seek support through the BCTF Health and Wellness Program. CUPE members will be supported through the Joint Early Intervention Service.

MEDICAL ACCOMMODATIONS

- 10. It is the employee's responsibility to disclose their accommodation needs. However, there may be circumstances when a supervisor or manager notices changes in an employee's attendance, performance or behaviour, indicating possible issues with impairment. These circumstances may trigger a legal obligation to initiate a discussion with the employee in order to determine whether there is a need for accommodation of a disability. Union representation will be offered.
- 11. School District 69 will require a medical certificate from the employee's physician in order to consider medical accommodations. While adjustments or modifications may be offered to support an employee to improve their health and to remain safe at work, it should be understood that any such measures will be temporary and may be withdrawn at any time if they are unsustainable and lead to undue hardship for School District 69.



INTERVENING WHEN AN EMPLOYEE IS CONSIDERED NOT FIT FOR DUTY

Employees

12. The process for intervening with an employee when a supervisor observes physical, behavioural or work performance indicators that suggest that an employee is impaired at work and not fit for duty is as described below in 12a through to 12i. The employee will be reminded by the Superintendent or designate of their right to have support, including through Union Representation if applicable.
- a. The supervisor or designate will take immediate action to determine if the employee is fit for duty and will consult with the Health and Wellness Coordinator or designate (if the incident occurs during regular business hours).
 - b. If the employee is deemed not fit for duty the Supervisor will arrange for the employee to be removed from the work site. Contact is to be made with the police in situations where an employee is uncooperative and/or acting inappropriately.
 - c. The supervisor will ask the employee to leave work and will arrange safe transportation for the employee to their residence or to the care of another person and will determine if the employee needs to be accompanied. When there is concern for the employee's immediate health status, arrangement is to be made for transport to medical assistance.
 - d. The supervisor will document observations and actions taken as soon as possible following an incident and will report to the Health and Wellness Coordinator or designate.
 - e. If the nature of the impairment is serious and there was an immediate risk of harm to the individual or others, the supervisor will notify the Director of Human Resources and the Superintendent as soon as possible that the employee was not fit for duty and the subsequent actions that were taken.
 - f. **NOTE:** After regular business hours, the person designated in charge of a worksite or department will follow the above process. If required, they may contact the appropriate supervisor on call for the department to seek advice and assistance. Observations and actions taken are to be documented and provided to the supervisor at the earliest opportunity.
 - g. The employee will remain off work pending further investigation.
 - h. The Health and Wellness Coordinator or designate will contact the employee as soon as mutually agreed following the incident to arrange a meeting for the purposes of understanding the nature of the impairment and deciding what further action or support is needed.
 - i. The employee and a union representative will be required to meet with the supervisor and the Health and Wellness Coordinator or designate prior to any return to work being approved. A Medical Clearance Certificate may be requested from the employee's physician.

INVESTIGATION

13. Non-compliance with the Impairment in the Workplace policy and administrative



procedure will be investigated by the Director of Human Resources in order to review the employee's conduct, the extent of their culpability, and to determine whether School District 69 has a duty to accommodate the employee under human rights law.

14. The Director of Human Resources will initiate disciplinary action in circumstances of non-compliance with Board policy, where an employee is deemed to be culpable for their conduct. It should be noted that the existence of a recognized disability, such as a substance use disorder, will not prevent School District 69 from considering discipline.

INTERVENING WHEN A NON-EMPLOYEE IS CONSIDERED NOT FIT FOR DUTY

Contractors

15. Contractors must ensure individuals providing services to the School District 69 conduct themselves in a manner consistent with this administrative procedure and related policy. In order to provide a safe work environment, School District 69 will take reasonable steps to ensure contractors enforce the provisions of this administrative procedure and the related policy with their employees, sub-contractors and agencies. Appropriate requirements will be built into all requests for proposals and contracts. Any contravention of this administrative procedure and the related policy will be considered a breach of contract which may result in penalties, suspension or expulsion of the individual involved, or termination of the contract.
16. If there is any reason to suspect a contravention of the policy or administrative procedure:
 - a. The contractor, site supervisor and General Manager of Operations will be notified.
 - b. Any individual suspected of impairment will be respectfully removed from the premises and safe transport will be arranged at the contractor's expense.
 - c. The contractor and School District 69 will investigate the situation to determine if further action is required.
 - d. The individual will not be permitted to return to their contracted position without written permission from the General Manager of Operations.

Volunteers

17. Volunteers are expected to perform their assignments in a safe manner consistent with this policy and administrative procedure.
18. School District 69 will ensure volunteers become aware of this administrative procedure and related policy. Copies of the policy and administrative procedure will be accessible for volunteers on School District 69 website. Any contravention of the administrative procedure or policy will be considered grounds for immediate forfeiture of an individual's opportunity to volunteer.
19. If a volunteer contravenes this policy:
 - a. The Principal will be notified.



- b. The volunteer will be immediately and respectfully removed from their assignment and may be removed from the premises by staff who will ensure safe transport from the school or activity site.
- c. The Principal will investigate the situation and consult with the Superintendent of Schools or designate to determine any further course of action which may be required.
- d. The volunteer will not be permitted to return to volunteer service without written permission from the Superintendent of Schools.

RETURN TO WORK

20. Emphasis will be on fitness for duty and supportive reintegration into the workplace. Employees will be expected to provide a medical clearance certificate from a physician declaring the employee is fit for duty and detailing any limitations/restrictions that may require temporary modification of their duties or longer term accommodations under human rights law. Employees are expected to comply with reasonable accommodation provided by School District 69. In some circumstances, such as when an employee's job role is safety sensitive or where an employee is in a position of authority, drug testing may be required as part of a relapse prevention program.
21. If an employee neglects to accept or adhere to the return to work arrangements or if their performance, attendance or behavior does not meet agreed upon standards, the situation may be viewed as a disciplinary matter.

Return to Work Arrangements

22. Return to work arrangements will be set out in a written Return to Work Agreement which will set out the needs of the employee, and will document the expectations and requirements agreed upon by School District 69, the employee and their union representative.

Reference:

- Board Policy 800: *Impairment in the Workplace*

Dates of Adoption and Amendments:

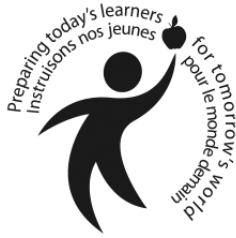
Adopted: 2018.12.18



APPENDIX I

DEFINITIONS:

Fit for Duty	A state in which an employee is not impaired and is able to perform their job duties safely, competently and productively consistent with how that individual functions under normal or usual conditions.
Work	Any task or activity performed for or on behalf of the School District, any task or activity associated with an employee’s employment with School District 69, or any task or activity where the employee is seen as acting as a representative of the School District. Work includes all breaks (whether paid or unpaid), any period during which an employee is on working call, and periods during which the employee is not actively performing work for School District 69, but is otherwise away from their normal residence and is involved in a School District organized trip, activity, or event.
Workplace	School property as defined in the Cannabis Control and Licensing Act, as amended (including areas consisting of a sidewalk, boulevard or similar components, that abuts school property), and any location, vehicle, or equipment whether owned, leased, licensed, operated, or otherwise controlled by School District 69, or any other place at or from which an employee works in the course of their duties (including their personal vehicle). This includes any location where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the School District, and includes the location where an employee telecommutes or works from home.
Impairing Substance(s)	Any substance that is ingested, consumed, or otherwise introduced into the body, that can cause the individual to be impaired. Impairing substances may affect an employee’s ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to, alcohol, cannabis, illicit drugs, and medications with impairing effects.
Impaired/Impairment	A deterioration or diminishment of an individual’s physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely. A person will be considered impaired if their physical or mental state appears to be negatively affecting their cognitive ability or judgement, or their ability to perform their job safely and competently, such as driving or operating machinery.
Medication	A substance obtained legally, either over-the-counter or through a doctor’s prescription, that is taken in accordance with a doctor’s directions, or, if over-the-counter, taken in accordance with the directions of the manufacturer.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

POLICY

~~The Board of Education will ensure that an Occupational Health and Safety Program is established, maintained, monitored and reviewed in accordance with legal and regulatory requirements and also ensure that all reasonable steps are taken by the School District to prevent injury and ill health.~~

Context:

Provincial standards through The School Act, WorkSafe BC and Labour Agreements insist that a work/learning place be safe and healthy for all. Consistently working to maintain high quality of safety and health lead to more secure and productive work/learning environments. These principles are consistent within other District policies regarding personnel (600), respectful workplaces and attendance support (603); and for students safe, caring and inclusive school communities (700), and student discipline (701)

Policy Statement:

The Board of Education recognizes that the health and safety of all employees and students is of primary concern and is therefore committed to providing a safe working and learning environment. We strive to provide excellence in maintaining health and safety in our work/learning spaces.

Guidelines:

1. All Health and Safety programs enacted through contractual and WorkSafe regulation will be established, monitored and reviewed.
2. All reasonable steps will be taken to prevent injury and ill-health.
3. As a community, we will promote health and safety in accordance with provincial health guidelines and expectations.
4. All biohazards will be identified and handled according to the Biohazard Exposure Plan – Safe Removal of Sharps Needles.
5. Facilities maintenance and upgrading will consider enhancements that increase the health and safety for workers and learners.
6. Anyone who disrupts the safe proceeding of a school a school or school function will be subject to section 177 of the School Act (Maintenance of Order).

Reference:

- Administrative Procedure to Board Policy ~~8004~~ 801: Health and Safety in the Workplace
- The School Act Section 177 (maintenance of Order)
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96412_11#section177

Dates of Adoption/Amendments:

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: **2019.08.27**



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

PURPOSE

1. The purpose of this procedure is to set out the roles and responsibilities for health and safety within the School District.

KEY PRINCIPLES FOR MANAGING HEALTH AND SAFETY

Health and Safety Program

2. A health and safety program is designed to provide a safe and healthy working and learning environment through a practical system of procedures and practices for:
 - a. the prevention and elimination of hazards to people (employees, students and members of the public), equipment and property damage, machinery and environment;
 - b. situations which will assist and enable all employees to work at minimal risk to themselves, fellow workers, students and members of the public;
 - c. providing reliable information so employees can successfully fulfill their health and safety responsibilities;
 - d. providing a consistent approach to health and safety throughout the School District;
 - e. establishing health and safety standards as a baseline for evaluating the School District's performance against legal and regulatory requirements;
3. A formal health and safety program is required when an employer has 50 or more employees. Core components of a health and safety program include:
 - a. Occupational Health and Safety policy;
 - b. regular inspections;
 - c. written instructions;
 - d. management meetings;
 - e. investigations;
 - f. records and statistics;
 - g. instructions and supervision of workers.

Incident Prevention

4. Incident prevention is the process of reducing or eliminating behaviours and/or conditions that have the potential to cause injury, harm or property damage within a workplace and learning environment.

Due Diligence

HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE



5. Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances.
6. When applied to health and safety, due diligence means that employers shall take all reasonable precautions, under the particular circumstances, to prevent injuries or incidents in the working and learning environment. This duty also applies to situations that are not addressed elsewhere in the Occupational Health and Safety legislation.
7. Due diligence is demonstrated by the actions that are taken before an event occurs, not after.

ROLES AND RESPONSIBILITIES

8. The Board of Education will take all reasonable steps to:
 - a. endeavor to provide and maintain a healthy and safe working and learning environment;
 - b. establish the policy governing the health and safety program;
 - c. provide direction to the Superintendent of Schools regarding the development and implementation of the School District's health and safety program.
9. The Superintendent of Schools is responsible for:
 - a. delegating an annual review of the health and safety program;
 - b. ensuring that the District Leadership Team has awareness of the health and safety program;
 - c. ensuring that the health and safety program is being effectively implemented across all sites.
10. The General Manager of Operations, under the direction of the Secretary Treasurer, has overall responsibility for health and safety in the School District and will take all reasonable steps to:
 - a. Initiate activities and programs which will ensure compliance of the School District with all WorkSafeBC requirements;
 - b. make funding recommendations to the Board of Education in order to ensure a safe working and learning environment;
 - c. ensure that School District land, premises and property is maintained in a manner that ensures the health and safety of persons at or near the workplace;
 - d. ensure that any contractor at a worksite is supplied with any information that is necessary to identify and control hazards;
 - e. ensure that adequate standards, procedures and working practices for maintenance of buildings and equipment and for the performance of all potentially hazardous tasks are established;
 - f. ensure adequate instruction, training and education takes place for all staff;



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

- g. ensure that a District Health and Safety Committee and Site Joint Health and Safety Committees are established and meet on a monthly basis;
 - h. ensure that regular inspections are carried out at each site on a regular basis;
 - i. ensure that all pertinent and required records and statistics are maintained and reviewed.
- 11. Members of the District Senior Leadership Team will take all reasonable steps to:
 - a. provide specific direction on the implementation of the health and safety program within each worksite, delegating tasks as necessary to ensure completion;
 - b. exercise due diligence in order to ensure the health and safety of all employees and non-employees, including students, volunteers and other visitors;
 - c. take all reasonable steps to remedy any workplace conditions that are hazardous to the health and safety of employees and non-employees;
 - d. ensure that employees are made aware of all known or reasonably foreseeable health and safety hazards to which they are likely to be exposed to by their work;
 - e. ensure the provision of safeguards, safety appliances and devices, including personal protective equipment necessary for the protection of employees;
 - f. upon identification and investigation of hazardous working and learning conditions, will forward concerns to and review and address recommendations of the Site and District Joint Health and Safety Committees;
 - g. ensure the implementation of practices and procedures to effectively eliminate or effectively control hazards;
 - h. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
- 12. Principals, Vice-Principals and other management staff will take all reasonable steps to:
 - a. ensure that all new / transferred employees receive proper orientation and are provided with training in all safe work procedures required for their job;
 - b. ensure the health and safety of all workers under their direct supervision;
 - c. be alert to unsafe working practices and conditions, and deal with them promptly and effectively;
 - d. report any hazards to the General Manager of Operations and the Site Joint Health and Safety Committee;
 - e. consult and cooperate with the Site Joint Health and Safety Committee and the District Occupational Health and Safety Committee;



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801

HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

- f. ensure that all incidents are investigated to determine causation, that an accident report form is completed, along with a written accident investigation report where required, and that these documents are forwarded to the Health and Wellness Coordinator and the Site Health and Safety Committee;
 - g. as required by collective agreements, documents will be forwarded to MATA or CUPE Local 3570
 - h. establish, maintain and update safe work procedures;
 - i. ensure regular maintenance is carried out on equipment and machinery;
 - j. enforce the use of safeguards, safety appliances, and devices, including the wearing of personal protective equipment;
 - k. encourage incident, accident and hazard reporting;
 - l. carry out regular inspections within their designated areas on site in accordance with the health and safety program;
 - m. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulations (OHSR);
13. All employees will:
- a. comply with all health and safety directives and regulations;
 - b. perform all tasks using safe work procedures required to ensure minimum risk of injury or accident to themselves and to others;
 - c. report all injuries, incidents and accidents to their supervisor and assist in completing the appropriate report forms;
 - d. wear and / or use personal protective clothing and equipment, as well as safeguards, safety appliances and devices, as required;
 - e. ensure that their ability to work is not impaired;
 - f. refuse to do unsafe work that they have reasonable cause to believe would create an undue hazard to the health and safety of any person.
 - g. report all health and safety hazards to their supervisor, including the absence or defect in any protective equipment, device or clothing;
 - h. not remove, impair or render ineffective any safeguard provided for protection;
 - i. model and practice a responsible attitude toward health and safety on the job and not engage in horseplay;
 - j. cooperate with WorkSafeBC and any other person carrying out a duty under the Occupational Health and Safety Regulation; and,
 - k. cooperate with the members of the Joint Site Health and Safety Committee.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

14. All students are expected to:
 - a. comply with rules, policies and codes of conduct in order to maintain a safe and healthy environment conducive to learning;
 - b. use safe actions in schools, on school property and at school events
 - c. maintain a safe and healthy environment and report unsafe conditions.

15. Contractors and sub-contractors will:
 - a. report to the school office upon first entry to a school property;
 - b. comply with applicable health and safety legislation;
 - c. make arrangements with the General Manager of Operations concerning emergency procedures;
 - d. immediately correct any unsafe condition or acts observed in their jurisdiction and report any out of their jurisdiction;
 - e. providing education, training and enforcing the use of applicable personal protective equipment;
 - f. report of all incidents and injuries; investigate and report the findings of all lost time and serious incidents to their representative;
 - g. cooperate with all safety representatives having jurisdiction on their job site;
 - h. maintain good housekeeping;

16. Visitors, suppliers and consultants will:
 - a. report to the school office upon first entry to a school property;
 - b. participate and comply with health and safety directives received from the site administrator;
 - c. comply with the School District's health and safety rules;
 - d. wear adequate personal protective equipment as necessary;
 - e. report any unsafe acts or unsafe condition to the site administrator which could have any negative health and safety consequence; and,
 - f. report any injury sustained on School District 69 property or premises.

17. Enforcing the Health and Safety Program
Members of the District Leadership Team will monitor and enforce the health and safety program along with associated activities, safety rules and administrative procedures, including responding appropriately to any person who fails to comply with WorkSafe BC health and safety regulations or the school district safety procedures.



HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

18. Review of the Health and Safety Program

The health and safety program and the related policy and administrative procedure will be reviewed at least annually and published in part or as a whole, when required.

Reference:

- Board Policy 801: *Health and Safety of Employees in the Workplace*

Dates of Adoption and Amendments:

Adopted: 1991.02.26

Amended: 1991.04.23: 1991.09.10: 1997.11.25: 2008.11.25: **2019.08.27**



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801

HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

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SECTION 177 – EXCLUSION ORDER

Purpose

Section 177 of the *School Act* is intended to prevent the disruption of schools and school functions, and to ensure the protection of students and staff. This section allows the principal or other school administrator to direct a person to leave school property, and prevents the person from returning without prior approval of the principal or administrator. It also enables the principal or administrator to call for assistance from law enforcement if necessary. If a person contravenes this section of the *School Act*, he or she commits an offence. The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff.

The purpose of providing this authority to principals and other administrators is to maintain order on school premises and to ensure the protection of students and staff. Section 177 may be used, for example, to prevent a stranger who presents a threat to student safety from accessing school property. However, there may also be circumstances where persons associated with the school, such as parents, employees, or volunteers, are denied access to school property under section 177. It is important to note that this section is intended to be used only in exceptional circumstances, where there is a risk to student/staff safety or significant and ongoing disruption to the educational programs offered by the school.

The Board of Education is responsible for establishing and communicating procedures for application of section 177 of the *School Act* within School District 69.

Guidelines

Section 177 exclusion orders may be issued in circumstances where a person of authority with the school district determines that a person's actions:

- Pose a risk to the safety of students, staff or others in the school community
- Present significant and ongoing disruption to the educational programs offered by the school

Those persons within the school district who have authority to direct individuals to leave school property under the terms of section 177 of the *School Act* within School District 69 are:

- Superintendent
- Assistant Superintendent
- Directors or Managers
- Principals and Vice-Principals

Procedures to be followed when a person is excluded from school property under the terms of section 177 of the *School Act*:

1. Where practicable, seek approval of the Superintendent or Assistant Superintendent prior to issuing a section 177 exclusion order.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801

HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

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2. If necessary, call for assistance from the RCMP if the person refuses to leave the grounds or premises after being directed to do so or if there is reason to be concerned about a threat from the individual.
3. Report the incident to the Superintendent or Assistant Superintendent.
4. Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal (A template letter for use by authorized staff is available on the District Sharepoint site).
5. **Prepare a report on the incident/s, including the following information at a minimum:**
 - Name of school
 - Date, time, and location of incident or incidents
 - Description of incident or incidents (i.e. what happened, who was involved, etc.)
 - Name (and contact information, when possible) of person excluded under section 177
 - Name of principal or other authorized staff member who directed the person to leave school property
 - Length of exclusion
 - Date for review of decision to exclude
 - Means of delivering the exclusion order letter
 - RCMP file number for incident (if a file was opened by the RCMP) and name of the attending officer
 - Name of person completing document
6. Submit a copy of this report to the Administrative Assistant to the Superintendent.
7. File a ***Schools Protection Program*** incident report.

Process for appealing an exclusion order issued under the terms of section 177 of the *School Act*:

1. An individual who receives an exclusion order may appeal that decision through the process outlined in ***Board Policy 6005 - Resolution of Concerns***. Such an appeal would begin at Step 3 – School District Review.
2. The School District is subject to the ***Freedom of Information and Protection of Privacy Act***. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at www.sd69.bc.ca.

References:

- *School Act: Section 177*
- *Board Policy 6005: Resolution of Complaints*
- *Board Bylaw 5: Board Appeals*



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801
HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

BIOHAZARD EXPOSURE CONTROL PLAN

Purpose

SD69 Employees and volunteers have a responsibility to report to their site supervisor or designate any discarded sharps/needles encountered on the school grounds and surrounding area of the site. This is to ensure that the students, employees and public are not placed at risk by coming into contact with such objects. After reporting the sharp/needle to supervisor, a call is to be placed to the Operations Department (250-248-2067).

It will generally be the responsibility of the Operations Department to pick up and dispose of such hazardous items; however, in an emergent situation where it is determined that the sharp/needle needs to be removed immediately, the supervisor (if trained in Sharps removal protocols) may remove the sharp/needle using the school Bio-Hazardous Materials Kit following the steps outlined below.

Schools and worksites are to follow these sharp/needle handling procedures and have the proper Sharps Container, protective equipment and understanding before attempting to pick up a sharp/needle.

Follow these steps to pick up improperly discarded sharps/needles and other items that could carry HIV, the Hepatitis B and C viruses as well as residual drugs (i.e. fentanyl):

1. Secure the location so that students, staff or public do not have access to the area
2. Retrieve a Bio-Hazardous Materials Kit from the office or first aid room and get the disposable waterproof gloves and a proper sharps container ready.
3. Put the gloves on. **DO NOT** pick-up the sharp/needle with your hands even while wearing the disposable waterproof gloves.
4. Place the Sharps Container next to the sharp/needle or other bio-hazardous item; **DO NOT** hold the container in your hand or you might accidentally jab yourself.
5. Use the tongs provided in the kit to pick up the sharp/needle (or other hazardous item) and place it in to the Sharps Container with the pointed end first and away from you. **DO NOT** insert your fingers into the opening of the container and keep your free hand out of the way.
6. If more than one sharp/needle or bio-hazardous item is found at a time, you may use the same disposable container.
7. Remove and discard the gloves and wash your hands with soap and water or with the antiseptic wipes available in the kit.
8. Once your kit has been used it must be properly disposed of by the Operations & Maintenance Department
9. The Operations & Maintenance Department will provide a new kit when the used kit is picked up for disposal.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801 HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

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10. The employee removing the sharp/needle is to file a report (including the location where the sharp/needle or bio-hazardous item was found) with the Site Safety Committee.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 801 HEALTH AND SAFETY OF EMPLOYEES IN THE WORKPLACE

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A Bio-Hazardous Materials Kit includes:

- A proper Sharps Container
- Disposable waterproof gloves
- Small blue disposable tongs
- Antiseptic wipes
- The sharps/needles handing procedures.



These one-time-use kits are to be made be available in the office at each SD69 facility.

Dates of Adoptions and Amendments:

Adopted: 18.11.27



Context:

B.C. highlights “A curriculum that enables and supports increasingly personalized learning, through quality teaching and learning, flexibility and choice, and high standards.” <https://curriculum.gov.bc.ca/curriculum/overview> Student choice and direction are necessary to support the curricular direction.

Policy Statement:

The board supports personalized learning through the provision of programs of choice for students at all levels.

Guiding Principles:

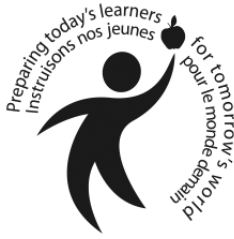
1. Students will be introduced to different subjects and disciplines on a course by course basis by attending discoveries, exploratories or taking locally developed and Board Approved courses throughout their educational journey.
2. To maintain high standards of teaching and learning, all programs of choice will be subject to the following criteria:
 - a. Be cost neutral to the School District over time;
 - b. Be compliant with all Ministry and School District requirements, including those regarding funding claims, course credit reporting, scheduling, safety considerations, collective agreements, and accepted accounting practices;
 - c. Focus on building meaningful credentials for the BC Graduation Program;
 - d. Specify the enhancements that are being provided beyond regular programming;
 - e. Be fully equitable in regard to program enrollment and opportunity, without ability restrictions acting as a barrier to participation; and,
 - f. Be subject to periodic reviews to determine if the Program is meeting student needs and adhering to the requirements listed above.
3. Special Academies can be used to offer a Program of Choice that relies on user fees to provide its enhanced experiences, but they are subject to additional requirements listed in Ministry regulation 219/08 and in the Administrative Procedures for this policy.

Definitions:

Academies – A Program of Choice that relies on user fees to provide enhanced experiences for students.

Discoveries and Exploratories – Courses created by staff and provided typically at Elementary school to introduce students to new subject and curricular areas of interest.

Programs of Choice -- Courses of study beyond the regular classroom that provide opportunities for students to engage more deeply in areas of interest. These programs are created by staff selected by students and/or their families as a means for a specialized learning experience.



References:

- Administrative Procedures to Board Policy 507: Programs of Choice and Academies
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08

Dates of Adoption/Amendments:

Adopted:

Amended:

DRAFT



PURPOSE

1. The purpose of this administrative procedure is to set the requirements for a special academy in School District No.69
2. This administrative procedure must be read in conjunction with the Policy 507: Programs of Choice and Academies

APPLICATION PROCESS

Staff interested in providing a special academy at their school may, with their principal's approval, apply in writing to the Superintendent of Schools through the District Director of Instruction, before seeking approval from the Board of Education.

Applications must substantively address the following:

- Provide a rationale on the program's educational merits and/or avenue to support the District Strategic Plan that clarify the need for additional costs;
- Specify the enhanced experiences that will require user fees;
- Include a clear budget and proposed user fees;
- Have opportunities for bursary or fee waivers in place, so that cost is not a barrier to participation; and,
- Show clear alignment to Ministry Regulation 219/08.

Minimum Enrolment

While special academies may be approved without a roster, operating the program in a given year will typically rely on adequate subscription. Exceptions can be made on a one-year basis with approval from the Superintendent of Schools or designate.

References:

- Administrative Procedures to Board Policy 507: Programs of Choice and Academies
- Building Student Success B.C's Curriculum
<https://curriculum.gov.bc.ca/curriculum/overview>
- Ministry Regulation 219/08

Dates of Adoption and Amendments:

Adopted:

SPECIALTY ACADEMY CRITERIA REGULATION

Authority: *School Act*, section 82.1 and 175(2)(s)

B.C. Reg. 219/08 Effective July 1, 2009
Lieutenant Governor in Council Regulations

NOTICE: The following regulation is not the official version. To obtain an official version of this regulation please contact Crown Publications, Queens Printer, Telephone (250) 387-6409, Fax (250) 387-1120 or Internet www.crownpub.bc.ca

Specialty academy criteria

1 For the purposes of the definition of “**specialty academy**” in section 82.1 of the *School Act*, the criteria set out in sections 2, 3 and 4 are prescribed criteria for a specialty academy.

Additional Learning Outcomes

2 The specialty academy must meet learning outcomes that

- (a) are in addition to the learning outcomes that a standard educational program must meet, and
- (b) reflect an emphasis on a particular sport, activity or subject area.

Minimum hours of instruction

3 (1) In this section, “**credit**” has the same meaning as in Ministerial Order 302/2004, the Graduation Program Order.

(2) In respect of the particular sport, activity or subject area being emphasized in the specialty academy

- (a) a one-year specialty academy must include
 - (i) a minimum of 240 hours of instruction, or
 - (ii) sufficient hours of instruction to enable a student to earn 8 credits in the school year, and
- (b) a multi-year specialty academy must include
 - (i) a minimum of 120 hours of instruction, or
 - (ii) sufficient hours of instruction to enable a student to earn 4 credits in each school year.

Emphasis on particular subject area

4 If the specialty academy emphasizes a particular subject area, the subject area must be

- (1) Applied Skills,
- (2) Fine Arts,
- (3) Language Arts,
- (4) Mathematics,
- (5) Physical Education
- (6) Science, or
- (7) Social Studies.



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

Purpose

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

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

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

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

While encouraging business and community relationships, the Board recognizes that it has a responsibility to provide as safe, caring and inclusive an environment as possible for all students and recognizes the privacy of parents and teachers. Schools, as learning communities, must not become vehicles for circulation of materials intended primarily for commercial gain, nor for 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.~~ **requires a contract.** (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

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 **\$25,000** 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.



ADMINISTRATIVE PROCEDURES to BOARD POLICY 7059 705
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 7059 705
CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

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

Donations

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

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

Parent Advisory Council (PAC)

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

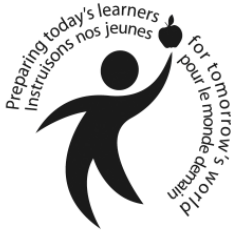
Reference:

- *Board Policy 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

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~~ **supported** in identifying and responding appropriately to any signs and/or symptoms of child abuse or neglect.
2. The Board will provide ~~training~~, **annual review**, 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.

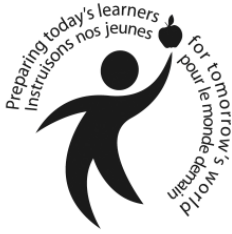
References:

- Administrative Procedures to Board Policy 706: Reporting of Suspected Child Abuse and Neglect
- Child, Family and Community Service Act (Starting at section 14) 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
- 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
- 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

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
- *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
- *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

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
- 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
- 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

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

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)

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.

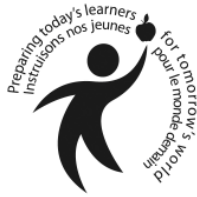
6. WERE THE POLICE INVOLVED IN THE INVESTIGATIONS? Yes: ___ No: ___

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.



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

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 their 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
- 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~~ **their** 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~~ **their** needs, taking into account physical and educational resources.

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

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

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

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

- catchment area child who attended the school during the previous school year
 - other catchment area child
 - non-catchment area child
 - non-school district child
4. Students who reside within a defined school catchment area will be given placement priority up to September 30th of any school year. Transfer students may be returned to their catchment area school, or, upon a parents/guardian's request, to another District 69 school (subject to space availability) up to and including September 30th of any school year.
 5. A student who has spent the previous school year in an approved cross-boundary placement at a District 69 school will be deemed to be a 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~~ **their** 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**

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EMPLOYEE HEALTH, WELLNESS, AND ATTENDANCE SUPPORT

Page 1 of 1

Context:

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

Policy Statement:

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

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

Guiding Principles:

The Board believes that:

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

References:

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

Dates of Adoption/Amendments:

Adopted: 81.02.18:

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



EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

PURPOSE

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

SCOPE

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

RESPONSIBILITIES

Employees

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

Supervisors

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



EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

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

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

Human Resources

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

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

Trade Union

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



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

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

References:

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

Dates of Adoption/Amendments:

Adopted: 81.02.18:

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

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EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE SUPPORT

Appendix 1 – Definitions

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



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

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