



POLICY COMMITTEE OF THE WHOLE - AGENDA

MONDAY, NOVEMBER 14, 2022
1:00 P.M.
via Zoom

Facilitator: Trustee Carol Kellogg

Join Zoom Meeting

<https://sd69-bc-ca.zoom.us/j/67663447902?pwd=U1ltRU5jYitzSml2OHFBckVmeVhpZz09>

Meeting ID: 676 6344 7902

Passcode: 274668

AGENDA

1. **ACKNOWLEDGEMENT OF TRADITIONAL TERRITORIES**
2. **INTRODUCTIONS**
3. **DISCUSSION:**
Mandate:
To discuss and make recommendations to the Board on all matters related to Policy and Bylaws

Proposed Mandate:
To discuss and make recommendations to the Board on all matters related to By-Laws, Policy, Administrative Procedures
4. **REVIEW OF REVISED ADMINISTRATIVE PROCEDURES**
 - 600 Series: Instruction
 - 700 Series: Student Services
 - 800 Series: Health and Safety
5. **REVIEW OF SUGGESTED ADMINISTRATIVE PROCEDURES TO RESCIND**
 - Administrative Procedures to Board Policy 600: Personnel
 - Administrative Procedures to Board Policy 606: Respectful Workplace
 - Administrative Procedures to Board Policy 802: Student Health – Common Medical Conditions
6. **FUTURE TOPICS**
7. **NEXT MEETING DATE**
Monday, January 15, 2022 via Zoom



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

Page 1 of 3

Purpose

These Administrative Procedures were written in support of Policy 601: Employee Conflict of Interest.

Understanding Conflict of Interest

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

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

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

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

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

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

Expectations for Employees

Employees are to disqualify themselves as participants in personnel decisions when the employee's objectivity would be compromised for any reason, benefit or perceived benefit which could accrue to them.

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

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

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

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

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

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

Representative Examples of Conflict of Interest

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

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

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

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

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



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 601

EMPLOYEE CONFLICT OF INTEREST

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

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

Duty to Report

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

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

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

References:

- Board Policy 601: *Employee Conflict of Interest*

Dates of Adoption/Amendments:

Adopted: 2018.01.23

Amended: 2021.11.23



PURPOSE

The purpose of these Administrative Procedures is to **support of Board Policy 603: Employee Attendance Support and 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

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

RESPONSIBILITIES

Employees

2. 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.
3. Employees are responsible for:
 - a. attending work regularly and consistently according to their work schedule;
 - b. 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.
 - 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 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;
 - 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.

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. 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;
 - 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.



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCESURES TO BOARD POLICY 603

EMPLOYEE ATTENDANCE SUPPORT

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References:

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

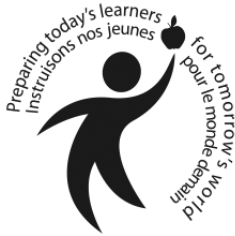
Dates of Adoption/Amendments:

Adopted: 1981.02.18:

Amended: 1984.04.04: 1987.10.18: 1989.06.28: 1991.04.23: 1991.09.10: 2001.04.03:
2008.02.26: 2017.10.24: **2022.02.22**



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.
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.



Statement of Commitment

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

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

Who Is Covered

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

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

Purpose

~~To ensure that all persons covered by these procedures are aware of their duties regarding bullying and harassment in the workplace, and to provide clear and precise procedures for the reporting and resolution of incidents and complaints, as per Policy 604: Workplace Bullying and Harassment.~~

Board Policy Linkages

Policy 604: Workplace Bullying and Harassment

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

Responsibilities

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

- a. refrain from engaging in bullying and harassment of other employees, supervisors, the employer or persons acting on behalf of the employer
- b. report occurrences of bullying and harassment observed or experienced in the workplace
- c. apply and comply with the District's policies and procedures on bullying and harassment
- d. participate in training sessions and/or annual reviews (MATA Members also refer to Collective Agreement Article E.2.6.)



WorkSafeBC OHS Definition of Workplace Bullying and Harassment

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

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

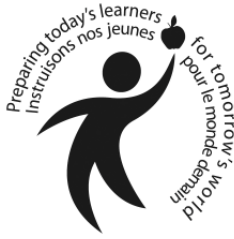
Bullying and Harassment may include, but is not limited to:

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

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

Bullying and Harassment is not:

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



Workplace Defined

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

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

~~Human Rights Code/Criminal Code/Grievance Procedure Reference~~

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

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

~~Reporting Time Frame~~

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

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

~~Complaint Withdrawal~~

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

~~Responsibilities for Reporting Bullying and Harassment~~

~~All persons covered under these procedures have the responsibility for and are expected to promote a working and learning environment that is free from bullying and harassment, and to assist anyone who believes that they are being or may have been bullied or harassed. Anyone who believes that a colleague or another person covered under these procedures is being or may~~



~~have been bullied or harassed, is encouraged to notify their Supervisor, Director of Human Resources or Superintendent of Schools or designate, or their Union Representative.~~

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

Employment Consequence of Engaging in Harassment

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

Confidentiality

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

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

Counselling

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

No Reprisals

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

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



~~BULLYING OR HARASSMENT COMPLAINT PROCEDURE STEPS:~~

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

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

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

Step 1 – Speak Up

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

Informal Resolution Outcomes

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



- e. ~~Where the Complainant and Respondent are both BCTF members, the BCTF and its locals, based on the foregoing, will not invoke the notice of investigation and other discipline provisions of the collective agreement at meetings.~~

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

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

Step 2

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

- ~~i. if the Complainant does not feel comfortable talking to the Respondent;~~
 - ~~ii. if the Complainant is not satisfied with the result of the initial contact with the Respondent;~~
- ~~or~~
- ~~iii. if the bullying or harassment continues.~~

a. ~~To initiate the Step 2 process, the Complainant is required to complete the **Workplace Bullying or Harassment Complaint Form** attached to these procedures which details the particulars of the allegations, and submit it along with any other supporting documentation, to the Superintendent of Schools or designate. The complaint should include specific incident(s) which form the basis of the complaint and the definitions of bullying or harassment which may apply; however, the form of the complaint will in no way restrict a mediation or investigation or its conclusions.~~

b. ~~The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested from the Complainant). Upon the conclusion of such a review, the Superintendent of Schools or designate shall:~~

- ~~i. initiate an investigation of the complaint and appoint an investigator; or~~
- ~~ii. recommend mediation or other alternative disputes resolution processes to resolve the complaint.~~

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

c. ~~The Respondent cited in a complaint shall be provided with notice of the mediation or investigation, in writing and shall be provided with a copy of the **Workplace Bullying or Harassment Complaint Form** filed by the Complainant within three (3) working days of~~



~~the submission. The Superintendent of Schools or designate is responsible for ensuring that the Respondent receives a copy of the written complaint.~~

- ~~d. The Superintendent of Schools or designate will inform both the Complainant and the Respondent in writing, with a copy to the Union (if applicable), of the following:
 - ~~i. that they have the right to representation during any discussions or meetings held during the process, and,~~
 - ~~ii. notice of mediation or investigation.~~~~
- ~~e. In the event the Superintendent of Schools is involved either as the Complainant or Respondent, the complaint shall, at the Complainant's discretion, be immediately referred to either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 of these procedures and report to the Board.~~

Step 3 – Investigation Process:

- ~~a. A representative of the District will investigate the complaint of bullying or harassment*.
*The Superintendent of Schools may appoint an independent investigator.~~
- ~~b. The investigator will collect evidence by interviewing the Complainant and Respondent (separately), interviewing any witnesses, and otherwise investigating all aspects of the matter which are relevant in determining whether the allegations of bullying or harassment are substantiated.~~
- ~~c. The investigation shall be conducted by a person who shall have training and/or experience in investigating complaints of bullying and harassment. The Complainant may request that the investigator shall be of the same gender as the Complainant and where practicable the request will not be denied.~~
- ~~d. The Investigator must keep confidential and comprehensive notes of all meetings.~~
- ~~e. The investigation shall be conducted as soon as is reasonably possible and shall be completed in twenty (20) working days unless otherwise agreed to by the parties. Such agreement will not be unreasonably withheld.~~
- ~~f. Both the Complainant and the Respondent have the right to representation during any discussions or meetings held during the process and shall be advised of this right by the investigator.~~
- ~~g. Notwithstanding either party's refusal to co-operate in an investigation, the District may deem it necessary to follow the complaint procedure through to completion.~~
- ~~h. The Employer will advise the Complainant and the Respondent, in writing, of the results of the investigation and any actions that may be taken in the matter. The specific details of any disciplinary action will only be provided to the employee who is to be disciplined and their Union, if applicable.~~



Outcomes

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

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

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

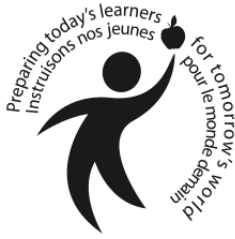
References:

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

Dates of Adoption/Amendments:

Adopted: 1985.07.11:

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



CHECKLIST

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

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

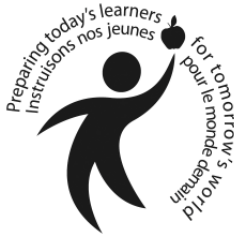
~~IN SOME CIRCUMSTANCES STEP 1 MAY BE BYPASSED AND THE COMPLAINT PROCEDURE MAY BE STARTED AT STEP 2.~~

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

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

INFORMAL RESOLUTION OUTCOMES

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



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

STEP 2

- ~~Complainant completes the Workplace Bullying or Harassment Complaint Form and submits form along with any supporting documentation to the Superintendent of Schools or designate. The complaint should include specific incident(s) and the definitions of bullying or harassment which may apply.~~
- ~~The Superintendent of Schools or designate will review the particulars of the complaint (further particulars may be requested). Upon conclusion of the review, the Superintendent of Schools or designate shall initiate an investigation and appoint an investigator or recommend mediation or other alternative disputes resolution processes to resolve the complaint. Should the complainant not agree with the process recommended, an investigation will be initiated.~~
- ~~Superintendent of Schools or designate ensures that the Respondent receives notice of the mediation or investigation and a copy of the complaint, in writing.~~
- ~~Superintendent of Schools or designate ensures that the Complainant, Respondent and Union (if applicable) are informed, in writing, that a representative may accompany them to any meetings and provides them with notice of mediation or investigation.~~
- ~~(If the Respondent is the Superintendent of Schools or designate, the Complainant is to contact either BCPSEA or a third party who shall have been named by prior agreement of the District and the Union, who shall proceed to investigate the complaint in accordance with Step 3 and report to the Board).~~



STEP 3 – INVESTIGATION PROCESS

- ~~A Representative of the District will commence an investigation of the complaint as soon as is reasonably possible following the receipt of a written request for a Step 3 investigation. [The Complainant may request that the investigator be of the same gender as they are and where practicable the request will not be denied.]~~

~~**The Superintendent of Schools may appoint an independent investigator.*~~

- ~~The investigator will collect evidence by interviewing the Complainant, Respondent and any witnesses (separately).~~
- ~~The investigator will inform both the Complainant and Respondent of their right to representation during any discussions or meetings held.~~
- ~~The investigator will keep confidential and comprehensive notes of all meetings.~~
- ~~The investigation will be completed in twenty (20) working days unless otherwise agreed to by the parties and the party's Union Representative, if applicable.~~

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

Following the investigation:

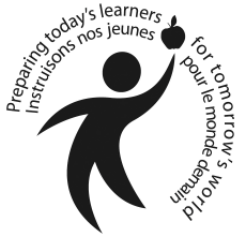
- ~~The Complainant and the Respondent will be advised by the Employer of the conclusion of the Step 3 investigation.~~
- ~~The results of the investigation will be shared, in writing, with the Complainant, Respondent and Union, if applicable. The specific details of any disciplinary action will only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

OUTCOMES

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

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

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



COMPLAINT FORM

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

PRIVATE AND CONFIDENTIAL

~~Complainants may seek assistance before completing this form.~~

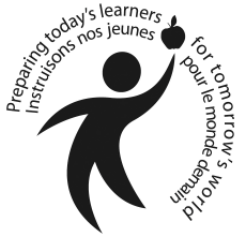
~~This form, along with any documentation supporting this complaint (e.g. emails, handwritten notes, photographs, or physical evidence like vandalized personal belongings), is to be submitted to the Superintendent of Schools or designate. (If the Respondent is the Superintendent of Schools or designate,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

~~Name of Complainant:~~

~~School/Department/Work Site:~~

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

~~Name(s) of Person(s) Accused of Bullying or Harassment:~~



SCHOOL DISTRICT No. 69 (QUALICUM)
ADMINISTRATIVE PROCEDURES TO BOARD POLICY 604
WORKPLACE BULLYING AND HARASSMENT

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

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

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

Resolution Requested:

Complainant(s) Signature(s):

Date: _____

Date: _____

Superintendent or Designate's Signature (indicating receipt):

Date of Receipt: _____

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

INSTRUCTIONS FOR HANDLING THIS FORM

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Purpose

These Administrative Procedures are written in support of Policy 700: Safe, Caring, and Inclusive School Communities.

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

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

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

School Codes of Conduct

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

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

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

Student Dress Code

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

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

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

- the interventions listed in this administrative procedure

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

Visibility

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

Protection

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

Inclusion

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

How We Are Committing Ourselves to Achieving These Goals:

Developing Common Language and Understandings

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

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

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

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

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

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

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

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

(Credit: National LGBT Health Education Centre)

Providing Safe and Inclusive Learning Environments

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

Recognizing the Right to Self-Identification

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

Protecting Confidentiality

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

Broadening Dress Guidelines

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

Offering Integrated and Inclusive Activities

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

Providing Training to Staff

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

Promoting Inclusive Learning Experiences

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

Providing Safe, Respectful and Inclusive Facilities



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

—

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

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

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

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

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

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

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

Retaliation

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

Possession or Use of Weapons

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

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

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

Investigation

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

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

Intervention

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Student Locker Searches

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

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

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

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

Questioning of Students by Law Enforcement Authorities

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

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

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

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

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

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

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

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

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

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

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

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

Violence, Threat, Risk Assessment (VTRA)

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

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

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

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

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

~~The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim~~



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

~~intervention as the threat assessment is conducted and within the guidelines of the suspension policy until such time as an adequate intervention plan can be implemented as appropriate.~~

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

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

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

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

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

~~If students are suspended for threat containment purposes for up to and including 5 school days as per Board Policy 701: *Student Discipline and its attendant Administrative Procedure* until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 5 days to ensure student safety and well-being. Any recommended suspensions over 5 school days will be referred to the District Discipline Committee as per Board Policy 701: *Student Discipline*.~~

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

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

Appeal

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

Other Laws

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



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 700
SAFE, CARING, AND INCLUSIVE SCHOOL COMMUNITIES

Other District Policies and Procedures

~~Nothing in this administrative procedure is intended to prohibit discipline or remedial action for inappropriate student conduct that falls outside of the definition of bullying, intimidation, discrimination, harassment, or violence as defined in Board Policy 700: *Safe, Caring and Inclusive School Communities*, but which is or may be prohibited by other district policies or by school codes of conduct.~~

References:

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

Dates of Adoption/Amendments:

~~Adopted: 2016.11.22~~

~~Amended: 2018.01.23: **2022.01.25**~~



Purpose

These Administrative Procedures are written in support of Policy 701: Student Discipline

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



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 701

STUDENT DISCIPLINE

written reports shall be made available to the parent/guardian(s) and the student at least twenty-four (24) hours prior to the hearing.

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

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

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

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

References:

- Board Policy 701: *Student Discipline*
- Board Policy 700: *Safe, Caring and Inclusive School Communities*
- *The School Act*: Sections 26, 85(2)(c)(ii), 85(2)(d)
- Charter of Rights and Freedoms

Dates of Adoption/Amendments:

Adopted: 1998.02.24

Amended: 2000.08.29: 2016.12.13: Reviewed October 2017: **2022.01.25**



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
DISTRICT BUS TRANSPORTATION

Purpose

These Administrative Procedures are written in support of Policy 704: 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 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 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.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
DISTRICT BUS TRANSPORTATION

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. 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 for a student who cannot attend 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.



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 704

STUDENT CATCHMENT AREAS/CROSS BOUNDARY TRANSFERS/
DISTRICT BUS TRANSPORTATION

* ***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.

References:

- The School Act (Sections 74.1, 75, and 75.1)
- Board Policy 704: Student Catchment Areas/Cross Boundary Transfer/District Bus Transportation
- 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:
2022.02.22



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 705

CORPORATE/COMMUNITY SPONSORSHIPS, PARTNERSHIPS AND
ADVERTISING IN SCHOOLS

Purpose

These Administrative Procedures are written in support of Policy 705: Corporate/Community Sponsorships, Partnerships, and Advertising in Schools.

~~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 \$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.



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

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

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 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.~~

~~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 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.

District Parent Advisory Council/Parent Advisory Council (PAC)

The District Parent Advisory Council and a school's Parent Advisory Council (PAC) are often successful fund-raising groups whose efforts facilitate the acquisition of equipment, goods or services in support of one or more schools. Decisions on the methods of raising funds for a school shall be made in consultation with the Superintendent of Schools and/or 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:



Purpose

These Administrative Procedures were written in support of Policy 708: Emergency Preparedness and Closures.

Emergency Planning

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~~ **Director** 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~~ **Director** 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 708: Emergency Preparedness



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 708

EMERGENCY PREPAREDNESS AND CLOSURES

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- District Emergency Procedures

Dates of Adoption/Amendments:

Adopted: 1994.04.26

Amended: 1996.11.26: 2011.05.24: 2018.02.27: **2022.05.24**

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:





Purpose

These Administrative Procedures are written in support of Board Policy 708: Emergency Preparedness and Closures

The Board of Education has the responsibility, under the *School Act*, to keep District schools in session for all students and staff according to the annual School Calendar established by the Ministry of Education. However, the Board of Education also recognizes that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following:

- Inclement weather
- Power outage
- Failure of heating or water services
- Emergency health issues
- Other emergency situations.

The Superintendent of Schools, or designate, has the authority to close schools by reason of weather emergencies or for other causes that might endanger the health or safety of students and staff.

School Closure

There are occasions when the ~~General Manager~~ **Director** of Operations, in consultation with the Superintendent of Schools, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m.

Changes in bus operations or school closures shall be communicated to the following media outlets, which usually make such announcements between 6:30 and 8:00 a.m.:

- CIBH Radio ("The Beach" – 88.5 FM) Parksville
- CHPQ Radio ("The Lounge" – 99.9 VM) Parksville
- CHWF Radio ("The Wolf" – 106.9 FM) Nanaimo
- CKWV Radio ("The Wave" - 102.3 FM) Nanaimo
- CKNW (980 AM) Vancouver
- CBC Radio One (690 AM) Vancouver
- CHEK TV News Victoria
- Parksville/Qualicum Beach News (PQB News)

Prior to the end of October each year, parents will be reminded through school newsletters of the procedures that will be implemented in the event of emergent conditions.

Emergency Early Dismissal

Each school shall have an established plan by which parents can be notified in the event of an early closure.

In those situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal or designate has concerns for local road



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURES II TO BOARD POLICY 708

EMERGENCY CLOSURE OF SCHOOLS - STUDENTS

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conditions in his/her school zone, the Principal or designate should contact the Superintendent of Schools. It is the responsibility of the Superintendent of Schools to notify the Principal or designate as soon as it becomes apparent that school emergency closure will be necessary.

When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and, therefore, staff will activate their plan to contact parents. On such occasions the Superintendent of Schools shall activate communication which notify parents that schools will be closed early and some or all bus schedules have been advanced.

If a school bus driver is unable to complete the school bus driver's normal bus run, the driver will so advise the ~~General Manager~~ **Director** of Operations. After discussion with the ~~General Manager~~ **Director** of Operations the driver will either return the students to their home school or deliver them to an alternate location identified by the ~~General Manager~~ **Director** of Operations. Parents will be advised of such route changes either by direct telephone contact or other means.

References:

- Board Policy 708: Emergency Preparedness

Dates of Adoption/Amendments:

Adopted: 2018.02.27

Amended: **2022.05.24**



ADMINISTRATIVE PROCESURES TO BOARD POLICY 710

RESOLUTION OF PARENT AND STUDENT COMPLAINTS

What Complaints Does This Policy Apply To?

Purpose

The Complaint resolution process outlined below is available to students, parents and other interested persons and applies to complaints concerning the decisions, actions or conduct of the School District or its personnel, **as per Policy 710: Resolution of Parent and Student Complaints.**

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

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

- Student suspensions of more than 5 days (which will be reviewed by a hearing of a District Review Committee in accordance with Board Policy 701: *Student Discipline*);
- Decisions of the District Review Committee;
- Where an investigation or resolution process under a collective agreement is available;
- Where the matters raised are the subject of ongoing legal proceedings;
- Where the matters complained of involve serious misconduct by a member of Personnel warranting an independent investigation and response by the School District;
- Where the School District has reason to believe the Complaint is malicious, frivolous, vexatious or filed in bad faith or the Complainant refuses to participate in a manner that is appropriate or respectful of the other participants.

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

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

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

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

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

Application to Complaints about Senior Administration.

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



ADMINISTRATIVE PROCESURES TO BOARD POLICY 710

RESOLUTION OF PARENT AND STUDENT COMPLAINTS

PROCESS (See attached Figure 1 and 2)

Step 1 - Initial Contact

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

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

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

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

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

Step 2 - Facilitated Contact

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

The Facilitator will:

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

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

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



ADMINISTRATIVE PROCESURES TO BOARD POLICY 710

RESOLUTION OF PARENT AND STUDENT COMPLAINTS

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

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

Step 3 - School District Review

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

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

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

Step 4 – Board of Education Review

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

GENERAL PRINCIPLES

1. Confidentiality. The School District will endeavour to respect the confidentiality of the parties involved in a Complaint, but confidentiality cannot be guaranteed. It may be necessary for the School District to disclose details of a Complaint in order to fairly and appropriately investigate and respond to it.
2. Freedom of Information Legislation and Information Access. The School District is subject to the Freedom of Information and Protection of Privacy Act. Accordingly, Complaint documentation may be subject to access and disclosure under this legislation. For more information see the School District's Privacy Policy at www.sd69.bc.ca.
3. Awareness of this Policy. All Personnel are responsible to inform members of the educational community (i.e. parents, students, and other interested persons) about this Policy as one means of resolving individual complaints or concerns.



ADMINISTRATIVE PROCESURES TO BOARD POLICY 710

RESOLUTION OF PARENT AND STUDENT COMPLAINTS

4. Annual Policy Review. On at least an annual basis, the Superintendent shall review and circulate this Policy to school and district administrators. On or before October 30 each school year, school principals shall review this Policy with staff and local parent advisory councils.
5. Timeliness. The School District and all Personnel are expected to make reasonable efforts to file and respond to Complaints within a reasonable period of time. Complaints should be initiated within thirty (30) days of the decision or incident complained of.
6. Notification. If a Complaint involves allegations against a member of Personnel, that person will be provided notice of the allegations and an opportunity to respond.
7. Support. The School District and all personnel are expected to support the Resolution of Complaints process and to provide clarification of the process to parents, students and other interested persons as required.

References:

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

Dates of Adoption/Amendments:

Adopted: 1989.10.15 :

Amended: 1991.09.10: Review October 2000: 2001.04.24 : 2002.10.22 : 2003.05.27:
2009.04.28: 2016.03.08: **2021.11.23**



Figure 1:
General Concerns

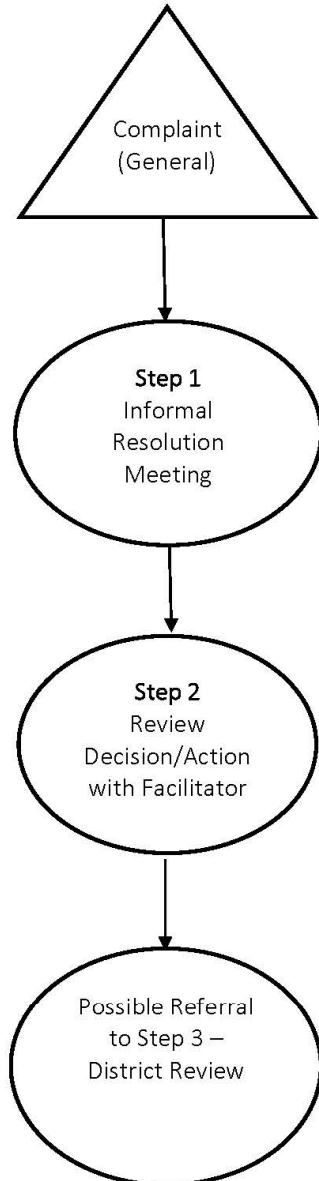
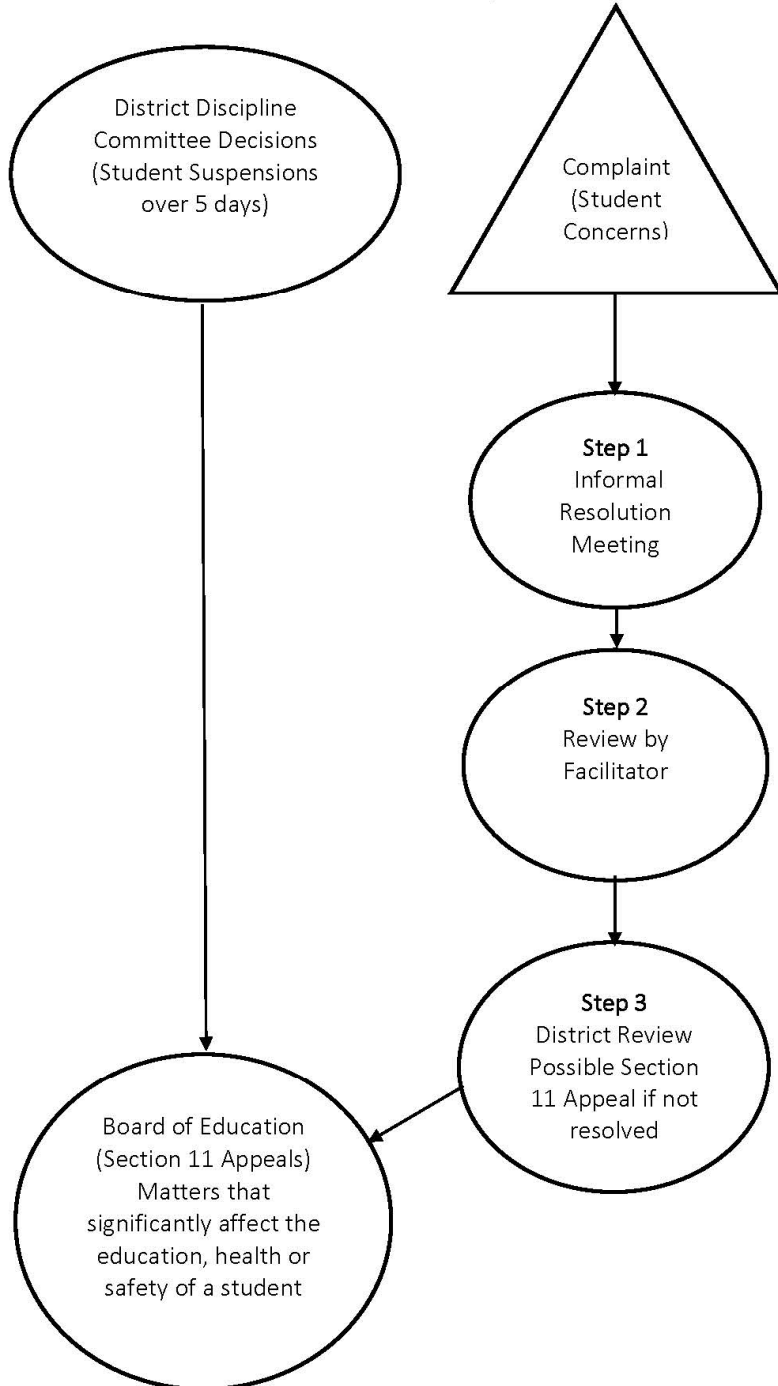


Figure 2:
Student Issues/Discipline





ADMINISTRATIVE PROCEDURE TO BOARD POLICY 710

RESOLUTION OF PARENT AND STUDENT COMPLAINTS

Notice of Complaint

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

Phone # : _____

Email: _____

Date Submitted: _____

School or Work Site Where Concern Originated: _____

Others involved in this situation: _____

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

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

Signature of Individual Raising Concern: _____

Date this form was completed: _____



For Facilitator Use Only - Process for Resolution of Concerns Form

Name of Facilitator: _____

Position: _____

Dates of Meetings/Contact:

Measures Undertaken to Resolve the Matter

Resolved

Decisions, Remedies and/or Outcomes:

Unresolved

Matter referred to:

Superintendent or Designate

Date: _____

Copies to:

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



PURPOSE

The purpose of these Administrative Procedures is to set out the roles and responsibilities for health and safety within the School District, as per policy 801: Health and Safety of Employees in the Workplace.

KEY PRINCIPLES FOR MANAGING HEALTH AND SAFETY

Health and Safety Program

1. 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;
2. 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

3. 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

4. Due diligence is the level of judgement, care, prudence, determination, and activity that a person would reasonably be expected to do under particular circumstances.
5. 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.
6. Due diligence is demonstrated by the actions that are taken before an event occurs, not after.

ROLES AND RESPONSIBILITIES

7. 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.
8. 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.
9. 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;
 - 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.
10. 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);
11. 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;



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);
12. 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.



13. 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.

14. 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;

15. 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.

16. 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.



17. 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: **2022.06.28**



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.~~



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.~~

~~A Bio-Hazardous Materials Kit includes:~~

- ~~• A proper Sharps Container~~
- ~~• Disposable waterproof gloves~~
- ~~• Small blue disposable tongs~~
- ~~• Antiseptic wipes~~
- ~~• The sharps/needles handling 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: ~~2018.11.27~~

Amended: ~~_____~~



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

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.~~
- ~~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.~~



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

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~~

~~**Dates of Adoptions and Amendments:**~~

~~Adopted: 2016.08.31~~

~~Amended:~~



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 803
TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE
ENVIRONMENT

PURPOSE

These Administrative Procedures are intended to increase the awareness within the schools about the potential impact of fragrance chemicals on the health, wellbeing, productivity and lifestyle of those affected, as per Policy 803: Towards and Scent Considerate School/Workplace Environment.

~~There has been increasing awareness in the District that exposure to perfumes and other chemically-scented products can trigger serious health reactions in individuals with asthma, allergies, migraines, or chemical sensitivities.~~

~~Fragrances are found in a wide range of products. Common scented products include perfume, cologne, aftershave, deodorant, soap, shampoo, hairspray, body spray, makeup and powders. Examples of other products with added scents include air fresheners, fabric softeners, laundry detergents, cleaners, carpet deodorizers, facial tissues, and candles.~~

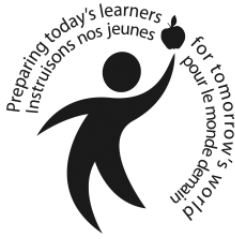
~~We generally think that it is a personal choice to use fragrances; however, fragrance chemicals are by their very nature shared. The chemicals vaporize into the air and are easily inhaled by those around us. Today's scented products are made up of a complex mixture of chemicals, many of which are synthetic compounds derived from petroleum products. These fragrance chemicals, classified as volatile organic compounds, can contribute to indoor air quality problems and cause health problems.~~

~~Individuals can experience a variety of symptoms, including headache, sore throat, runny nose, sinus congestion, wheezing, shortness of breath, dizziness, anxiety, anger, nausea, fatigue, mental confusion and an inability to concentrate. Some of these fragrance chemicals are known to be skin sensitizers. Some are also respiratory tract irritants, and can trigger asthma and breathing difficulties. Individuals with respiratory challenges commonly cite fragrances as initiating or exacerbating the individual's asthma. Fragrances are also implicated in vascular changes that can trigger migraines in individuals. Individuals with chemical sensitivities can experience symptoms at very low levels in the air, far below those known to cause harmful effects in the general population.~~

~~Although the mechanisms by which fragrance chemicals act to produce symptoms are not yet understood, the impact on all those affected can be quite severe, resulting in great difficulty in work and study activities.~~

WHAT IS THIS ADMINISTRATIVE PROCEDURE INTENDED TO DO?

~~Firstly, this Administrative Procedure is intended to increase the awareness within the schools about the potential impact of fragrance chemicals on the health, wellbeing, productivity and lifestyle of those affected.~~



SCHOOL DISTRICT No. 69 (QUALICUM)

ADMINISTRATIVE PROCEDURE TO BOARD POLICY 803

TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

Page 2 of 4

~~Secondly, in order to protect those individuals with fragrance sensitivities and to possibly prevent others from developing such sensitivities, the District is asking for voluntary cooperation towards a scent-reduced environment.~~

~~All staff, students and visitors are strongly encouraged to avoid or reduce the use of fragranced products, and to replace them with unscented alternatives.~~

~~We recognize that the issue is complex and controversial to some. We recognize the personal right of individuals to use scented products. We believe, however, that this must be balanced with the adverse health effects and extreme discomfort that can be suffered by fragrance-sensitive individuals.~~

~~This is not an issue about an individual disliking the smell of a particular perfume and getting what he/she wants in the workplace. This is not a ban on scented products. This is a request to voluntarily refrain from chemical-based scented products.~~

WHAT IS THE DISTRICT DOING ABOUT IT?

~~Recognizing that chemicals, including fragrance chemicals, can negatively impact on indoor air quality, the District~~

- ~~• Promote the reduction of unnecessary use of chemicals, including fragrance chemicals.~~
- ~~• Promote the use of environmentally friendly and least harmful products in cleaning materials and building materials.~~
- ~~• Target harmful chemicals and contaminants and implement controls to effectively prevent or minimize their release into the general air as a result of building, maintenance, custodial, research and teaching activities.~~
- ~~• Support the best possible air quality practicably attainable, by means of proper ventilation, peak performance and proper maintenance of building mechanical ventilation systems, in keeping with the District's Indoor Air Quality Standard.~~

WHAT CAN YOU DO TO HELP? EXPECTATIONS

- Be considerate of those who are sensitive to fragrance chemicals. Avoid using chemically-scented products; instead, use unscented alternatives.
- If you do use chemically-scented products, use them sparingly. A general guideline for chemically-scented products is that the scent should not be detectable more than an arm's length away from you. Do not apply scented products in a public area.
- Be an informed customer. Read the product label. A product labeled as "fragrance-free" is likely to be free of fragrance chemicals. A product labeled as "scent-free" or "unscented" may mean that no fragrance chemicals have been added to the product, or it may be that a masking agent has been added to disguise the smell of some of the ingredients. These terms are not regulated, so use your nose or ask the store to check the product for fragrances.
- Avoid using products (e.g. air fresheners or potpourris) that give off chemical-based scents in your work area.



TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE ENVIRONMENT

- Avoid using laundry products or cleaning agents that are chemically-scented. Air out dry-cleaned clothing before wearing.

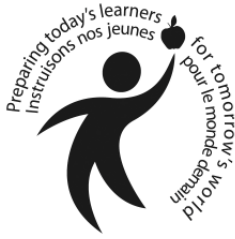
~~WHAT CAN YOU DO IF YOU ARE SENSITIVE TO FRAGRANCE CHEMICALS?~~

- If you feel you can do so comfortably, approach the scented individual and let him/her know how you react to fragrances. Be specific about the types of physical reactions you have (e.g. asthma attacks, migraines, shortness of breath). Talk to the individual in a cordial and respectful manner. Ask for the individual's understanding and cooperation. Many people are unaware of the potential health effects of fragrance chemicals.
- Inform your Principal/ Vice Principal/Manager of your sensitivities, your symptoms, and the types of exposures that improve or worsen these symptoms. Ask your Principal/Vice Principal/Manager to assist in finding a solution to your situation. You may ask your Principal/Vice Principal/Manager to discuss this matter with the individual involved if you do not feel comfortable doing so, or if the individual has done nothing after you have advised him/her of your situation.
- Consult with your physician about your symptoms.

~~WHAT CAN THE PRINCIPAL/VICE PRINCIPAL/MANAGER DO?~~

If an individual in your work area is adversely affected by chemically-scented products:

- Listen to the person with respect and civility.
- Clarify the issue. Ask the individual to describe the health effects, the factors that make the problem better or worse, and the actions they are taking to deal with it.
- Investigate the issue and use good judgment and consideration to provide a fair, uniform and timely resolution.
- Discuss the issue with your staff in an open and non-threatening manner. Inform them of the health concerns that have arisen as a result of the use of chemically-scented products in the workplace. You may choose to have this discussion with an individual or a group of employees, whichever is appropriate to the situation.
- Request your staff's cooperation and understanding to voluntarily avoid the use of chemically-scented products in the area. Discuss the benefits of a scent-free work area.
- Implement measures to reasonably accommodate those who are affected by scented products. Where employees are severely limited due to exposure to scented products, you may need to establish a fragrance-free zone. For meetings held in enclosed rooms, you may need to send out notices to attendees informing them of the scent-free nature of the meeting.
- Consult with Operations staff regarding the adequacy of ventilation in the area.
- Distribute this information and display the "No Scents make Good Sense" poster.



ADMINISTRATIVE PROCEDURE TO BOARD POLICY 803
TOWARDS A SCENT CONSIDERATE SCHOOL/WORKPLACE
ENVIRONMENT

WHAT SHOULD YOU DO IF YOU ARE APPROACHED BECAUSE OF THE SCENTED PRODUCT YOU ARE WEARING?

- If an individual or your Principal/Vice Principal/Manager informs you that the fragranced products that you use or wear are a problem and requests that you avoid using them, you may feel puzzled, hurt, annoyed, defensive or even insulted by the request.
- Understand that it is not about you as a person or about your choice of fragrance, but it is about the chemicals in the fragranced product. Do not discount the issue as ridiculous and unreasonable.
- Discuss the issue openly. Ask questions about the health impact on the person, the types of symptoms experienced, the factors which make the person's symptoms better or worse (e.g. fragrance type, amount used).
- Empathize with the individual. Work with cooperation and understanding towards a satisfactory resolution.

References:

- *Board Policy 8003: Towards a Scent Considerate School/Workplace Environment*
- *WorkSafeBC: Scent Safety in the Workplace*
- *Central Okanagan School District – Toward a Scent-Reduced School Environment*

Dates of Adoption/Amendments:

Adopted: 2003.05.27
Amended: 2007.05.22: 2016.12.13: 2018.04.24

PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS



At the beginning of each school year, Principals will review this policy with all staff and others working with students as appropriate. Principals are advised to ensure that staff are aware of the Ministry of Education **and Child Care's Provincial Guidelines for Physical Restraint and Seclusion in School Settings** along with the following definitions of physical restraint and seclusion:

Physical Restraint: is a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others.

The provision of a 'physical escort', i.e. Holding or temporary touching of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

Behaviour strategies such as "time-out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

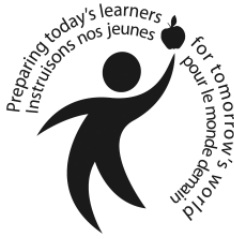
It shall be made clear to all staff and others working with students that restraint and seclusion procedures are for extreme emergency situations only, and are not to be used as a regular means of intervention.

The school district will provide appropriate training opportunities for staff in order to maintain supportive, safe environments for both staff and students.

The school-based team shall develop, in consultation with district staff, Behaviour Support Plans and Safety Plans for students whose behaviour could potentially pose imminent danger of harm to self or others.

The Behaviour Support Plan and/or Safety Plan shall be attached to the student's IEP and shall be reviewed regularly, and at least, annually.

Parents and, where appropriate, students are to be consulted as part of the development process for behaviour intervention and/or risk reduction plans.



PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

If physical restraint or seclusion have been used in an extreme emergency situation to prevent harm to self or others, the school must provide written documentation and follow-up that includes:

1. Notification:
 - To the school principal as soon as possible after an incident and always prior to the end of the school day on which the incident occurred
 - By the school principal to the student's parent(s)/guardian(s) as soon as possible and always prior to the return of the student to the student's parent at the end of the school day on which the incident has occurred
 - To the Assistant Superintendent, as soon as possible after an incident and always prior to the end of the work day on which the incident occurred.
2. Debriefing of the incident:
 - With involved school personnel
 - With the parents/guardians of the student, and where possible with the student
 - The purpose of the debriefing is examine what happened, what caused the incident and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary
3. Reporting:
 - When a violent incident occurs, employees have a duty to advise the employee's supervisor and file the appropriate report/s outlined in the ***Procedures for the Handling of a Violent Incident*** (see appendix). Generally a *WorkSafe 6A – Worker's Report of Injury or Occupational Disease to Employer* form and/or *Workplace Violence Risk Assessment (WVRA)* form will be required.

References:

- Board Policy 804: Physical Restraint and Seclusion of Students
- Board Policy 700: Safe, Caring and Inclusive School Communities
- BC Ministry of Education **and Child Care** Provincial Guidelines for Physical Restraint and Seclusion in School Settings

Dates of Adoption/Amendments:

Adopted: 2018.11.27
Amended: **2022.06.28**

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

PROCEDURES FOR THE HANDLING OF A VIOLENT INCIDENT

If a violent incident occurs, you have a duty to advise your Principal/Supervisor immediately and to file a report as directed below.

DEFINITION OF VIOLENCE:

“Violence means the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behavior which gives a worker reasonable cause to believe that he or she is at risk of injury.”
(Source: WCB)

NOTE: Always use common sense – attend to any injury and in serious cases send a request to the office or nearest staff member for help. Do not leave a hazardous teaching area unsupervised.

The Employee MUST:

- 1) Within 3 days complete form “6A – Worker’s Report of Injury or Occupational Disease to Employer” in its entirety and then submit the form to the Principal/Supervisor. If time does not permit the completion of the form, make a verbal report to the Principal/Supervisor, followed immediately by the completion of the form and then submit the form to the Principal/Supervisor.

NOTE: Please ensure the form is filled out completely and accurately. If the incident involves a student, the full name of the student is to appear on the form. Report all incidents regardless of whether or not the student is designated.

Further forms can be found in all school offices, at the Board Office or on the District’s website at <https://start.sd69.bc.ca>, under Staff, Staff Resources, and Health & Safety Links.

The Principal/Supervisor MUST:

- 1) Advise the Employee reporting an injury or adverse symptom as a result of an incident of violence to report to a first-aid attendant on site for treatment. Also advise the Employee to consult a physician of the Employee’s choice for treatment or referral, and if the Employee does, file a form 6A (copies in office or on SD69 Portal) or call TELE-CLAIM and file a WCB claim.
- 2) Promptly initiate an investigation into the incident, with at least one Union representative of the site-based Occupational Health and Safety Committee in addition to the Principal/Vice Principal, if the representative is reasonably available. (The purpose of the investigation is to determine the cause or causes of the incident, to identify any unsafe conditions, acts, or procedures that contributed to the incident, and to recommend corrective action to prevent similar incidents.) Depending on the severity of the incident, Part 3 Division 10 Articles 172- Article 177 of the Work Safe Guidelines, Form 52E40 (preliminary investigation) may need to be filled out within 48 hours of the incident. A 52E40 would typically, but not limited to, be completed for a time loss or medical claim only. Without delay undertake any corrective action required to prevent recurrence of similar incidents.

APPENDIX I
PROCEDURES FOR HANDLING A VIOLENT INCIDENT

- 3) If a 52E40 has been initiated, schedule a meeting of the site-based Occupational Health and Safety Committee for the purpose of concluding the FULL investigation into the violent incident. The 52E40 includes any “sequence of events that preceded the incident” and/or “unsafe conditions, acts, or procedures that significantly contributed to the incident”.
- 4) Using the information gathered from either the 52E40 (if initiated) or the “investigation into the incident” Complete the Workplace Violence Risk Assessment (WVRA) Form. Ensure that the form is accurately completed in its entirety.
- 5) Attach the completed Incident Investigation Report and the completed Workplace Violence Risk Assessment (WVRA) Form to the WS form 6A – Worker’s Report of Injury or Occupational Disease to Employer Form and distribute as outlined below:

Distribution of the Forms:

The Principal/Supervisor will ensure that the completed forms are distributed as follows:

If the violent incident involves a student:

Un-redacted Copies:

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) Student or Students’ File(s)
- e) District Principal, Learning Services (if required as per Policy 7000)

Redacted Copies:

The Principal/Supervisor will ensure that the full name of the student is redacted everywhere it appears on the form and replaced with “The Student”, and that a copy of the redacted form is placed in a sealed envelope and forwarded to:

- a) CUPE
- b) MATA
- c) General Manager of Operations

If the violent incident does not involve a student, un-redacted copies are distributed as follows:

- a) Keep a copy
- b) The Employee
- c) The Site-based Occupational Health and Safety Committee
- d) District Principal, Learning Services (if required as per Policy 7000)
- e) CUPE (in a sealed envelope)
- f) MATA (in a sealed envelope)
- g) General Manager of Operations (in a sealed envelope)



Purpose

This Administrative Procedure is intended to provide procedural support for Board Policy 600: *Personnel*. The policy statement and guidelines speak to a number of areas, as are described procedurally below. The eleven sections described below are:

- I. ~~Vacation Extensions~~
- II. ~~Emergency Closure of Schools (Personnel)~~
- III. ~~Criminal Record Checks and Police Information Checks~~
- IV. ~~Credit Card Usage~~
- V. ~~Travel Expenses~~
- VI. ~~Performance Management: Exempt Staff~~
- VII. ~~Long Service Recognition~~
- VIII. ~~Exit Interviews~~
- IX. ~~Interview and Relocation Expenses for Exempt Staff~~
- X. ~~Leave of Absence for Community Service or Public Office~~

I. ~~VACATION EXTENSIONS~~

The Board of Education believes that in general all teaching staff should be present in schools before and after each vacation break (winter, spring or summer). For this reason, teachers will not normally be granted leave to extend these break periods subject to the terms of the Mount Arrowsmith Teachers' Association (MATA) Collective Agreement.

II. ~~EMERGENCY CLOSURE OF SCHOOLS (PERSONNEL)~~

The Board of Education believes that the health and safety of staff and students is of paramount importance and recognizes that schools may have to be closed temporarily at times for any of several reasons, including the following: inclement weather, power outage, failure of heating or water services, emergency health issues, as well as a variety of other emergency situations.

The Board of Education authorizes the Superintendent of Schools, or designate, to close schools and/or worksites by reason of weather emergencies or for other causes that might endanger the health or safety of staff and students. School and/or worksite closure due to emergent conditions will be of three types:

- ~~For students only~~
- ~~For students and school-based employees~~
- ~~For students and all employees~~

Principals, or designates, are expected to have school buildings open to provide for students who, for whatever reason, arrive at school. Principals who are unable to get to work must contact the Superintendent of Schools so that alternate arrangements can be made to have the school open.

All employees are reminded to watch the district website, follow email and social media, and listen to local radio stations for news from the school district in the event of inclement weather or other reasons for schools and worksites to potentially be closed or otherwise impacted.



PROCEDURES

1. ~~School Bus Service~~

~~There are occasions when the General Manager of Operations, in consultation with the Superintendent of Schools, may decide not to run the morning bus routes due to hazardous conditions. Every effort will be made to make that decision no later than 6:15 a.m. It is understood that:~~

- ~~a. The decision to cancel school bus service is made by the General Manager in consultation with the Superintendent of Schools.~~
- ~~b. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that schools are closed.~~
- ~~c. If buses **are not** running in School District 69 (Qualicum) it does NOT mean that staff cannot get to school — conditions vary throughout the District and staff need to assess the conditions in their own area.~~
- ~~d. If buses are running in School District 69 (Qualicum), employees are expected to be at work.~~

2. ~~School Closure During the Day~~

~~In extreme emergencies, schools may be closed after school has commenced. In situations during the school day where an emergent situation arises or weather conditions deteriorate significantly enough that a Principal has concerns for local road conditions in their school zone, the Principal should contact the Superintendent of Schools. It is the responsibility of the Superintendent of Schools to notify the Principal as soon as it becomes apparent that school emergency closure will be necessary.~~

~~When an emergent situation occurs after school has begun it may be prudent for students to be dismissed and therefore staff will activate their plan to contact parents. In this case, parents of students in elementary schools must be contacted prior to releasing students to go home. In the case of busing students, all students will be held at the school until we can confirm that all affected parents have been contacted.~~

~~Depending on the severity of the circumstances, the Principal shall, in consultation with the Superintendent of Schools, determine whether school staff complete their work day at school or at home.~~

3. ~~Employee Responsibilities~~

~~It is expected that all staff will undertake normal precautions for winter weather; e.g. allowing more time for travel, snow tires, an analogue phone, battery operated radio, battery operated alarm clock in the event power is out. Employees are expected to make every reasonable effort to attend their regular place of work. Employees who are unable to get to work must contact their immediate supervisor each day of their absence and contact dispatch.~~



When Schools are open and buses are NOT running:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website www.sd69.bc.ca if power is available.

a. ~~CUPE staff~~

- i. ~~CUPE staff who are unable to get to work, must contact their supervisor and dispatch for each day of absence.~~
- ii. ~~Within 3 days of returning to work, CUPE staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer. **Late requests will not be accepted.**~~
- iii. ~~This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.~~

b. ~~MATA staff~~

- i. ~~MATA staff must make reasonable efforts to attend at their school (Collective Agreement Article D.28).~~
- ii. ~~MATA staff who are unable to attend at their school, will contact their Principal and TTOC dispatch for each day of absence.~~
- iii. ~~MATA staff must contact their Principal to explain the circumstances which preclude attendance to duties at their school. This communication needs to occur as early in the day as possible in order to ensure appropriate coverage of classes.~~
- iv. ~~It is recommended that any verbal communication from MATA staff to their Principal be followed-up with an email as a means of documenting that the required communication occurred.~~
- v. ~~If MATA staff are unable to attend at their school due to weather conditions, it is expected that they will carry out work duties from home.~~
- vi. ~~Such an absence will be treated as a 'Leave with Pay' (Collective Agreement Article D.28).~~

c. ~~Principals and Vice-Principals~~

- i. ~~Principals will document contact made by MATA staff regarding absences due to weather conditions and confirm with TTOC dispatch, by the end of the day, all absences.~~

d. ~~Senior Staff~~

- i. ~~Senior Staff will be responsible for initiating communications with other staff through the Emergency Phone Tree.~~
- ii. ~~Senior Staff will touch base with PVP and other exempt staff regarding staffing issues that result from the conditions leading to closure.~~
- iii. ~~Senior Staff will assist if possible as need be with situations arising from staffing shortfalls.~~



When schools are closed:

Every effort will be made to decide early enough so that announcements can start no later than 6:30 am through local media and the District website www.sd69.bc.ca if power is available.

a. ~~CUPE Staff~~

- i. ~~If schools in this District are closed, CUPE staff will be paid at their normal rate. **This applies to school closures in School District 69 (Qualicum) only.** It does not apply if a CUPE staff member lives in another district and schools in that district are closed.~~
- ii. ~~CUPE staff who are deemed necessary are requested to report to work. Necessary services during a District wide temporary school closure day are payroll clerks and the School Board Office receptionist as well as, if applicable, maintenance, grounds and custodial staff responsible for snow removal (per the General Manager of Operations). If safe for them to do so, they are requested to report to work. If they do so, they will receive their regular pay and additional banked hours (at straight time) for each hour worked up to their assignment hours for that day.~~
- iii. ~~If CUPE support staff are unable to get to work, they must contact their supervisor and dispatch for each day of absence.~~
- iv. ~~Within 3 days of returning to work, CUPE support staff must put in writing the reason they were unable to get to work and the efforts made to get to work, and direct the letter to the Secretary-Treasurer.~~
- v. ~~This documentation will be reviewed on a case by case basis. Pay may be adjusted retroactively.~~

b. ~~MATA Staff~~

- i. ~~If schools in this District are closed, MATA staff will be paid at their normal rate. This applies to school closures in this District only. It does not apply if a MATA staff member lives in another district and schools in that district are closed.~~

c. ~~Principals and Vice-Principals~~

- i. ~~Principals are expected to report to work when schools are closed. If this is not possible, Principals must contact the Superintendent of Schools to ensure that an adult presence is available at the site should students arrive at the school.~~

III. ~~CRIMINAL RECORD CHECKS AND POLICE INFORMATION CHECKS~~

~~The Board of Education acknowledges and accepts its responsibility to ensure that criminal record checks are conducted on all employees who work with children and/or vulnerable adults. In fulfilling its responsibilities, the Board of Education is guided by the Criminal Records Review Act. The Criminal Records Review Act defines "working with children and/or vulnerable adults" to mean working with children and/or vulnerable adults~~



~~directly or having or potentially having unsupervised access to children and/or vulnerable adults in the ordinary course of employment or in the practice of an occupation.~~

~~In accordance with the *Criminal Records Review Act*, the Board of Education will require all new employees and all current employees (except employees who belong to a governing body) to provide the Board of Education with a signed criminal record check Authorization Form.~~

PROCEDURES

1. ~~Members of the Teachers' Regulation Branch~~

~~The Teachers' Regulation Branch is responsible for obtaining completed and signed criminal record Authorization Forms from all members and all new applicants for certification.~~

2. ~~All Other Staff (excluding teachers and other registered professionals)~~

~~The Board will obtain completed and signed criminal record Authorization Forms from all other employees in positions classified within the *Criminal Records Review Act's* definition of "works with children and/or vulnerable adults" (including those individuals who have previously had a criminal record check).~~

- ~~a. The Human Resources Assistant will be responsible for monitoring the administration of the *Criminal Records Review Act*.~~
- ~~b. All new employees (successful applicants) and employees notified that the employee is due for a re-check must complete a Criminal Record Check Authorization Form.~~
- ~~c. The Human Resources Assistant will check and verify each applicant's identification in accordance with Criminal Record Review Program best practices and RCMP policy.~~
- ~~d. Application is made to the Criminal Records Review Agency.~~
- ~~e. The original signed authorization form will be maintained on the employee's personnel file for a minimum of five (5) years.~~
- ~~f. The return of the Authorization Forms and the results returned from the Criminal Records Review Agency will be recorded.~~
- ~~g. Mandatory re-checks are required every five (5) years and employees are required to submit another Criminal Record Check Authorization Form by the five (5) year anniversary date, when notified by the Human Resources Department.~~
- ~~h. Any employee who has a break in service must provide a new criminal record check. For example, if the employer/employee relationship is formally severed, this is considered a break in service.~~
- ~~i. When the Criminal Records Review Agency informs the Board that an employee presents a risk to children and/or vulnerable adults, the Board will ensure that the employee is removed from or never placed in a position where the employee works with children as defined in the *Act*.~~
- ~~j. A vulnerable sector check is conducted as part of each criminal record check. The vulnerable sector check is national RCMP policy and in some cases, the RCMP may require fingerprints in order to verify an Employee's identity. The Employee will be notified directly by the RCMP and provided with the necessary forms and instructions.~~



- ~~k. It is the responsibility of each employee to notify the District if they are charged with or convicted of a relevant or specified offence as applicable subsequent to a criminal record check. The employee must promptly report the charge or conviction to the Director of Human Resources, and submit a new, signed Consent for Criminal Record Check form. Failure to do so may result in disciplinary action which may be up to and including termination.~~
- ~~l. Any employee who is required to provide fingerprints to the RCMP is also required to provide the District with a completed "Criminal Offence Declaration" (form attached), in order to meet the District's obligations of due diligence.~~
- ~~m. New employees and employees requiring a re-check will be responsible for the cost of the Criminal Records check. Any associated fees with the Fingerprint process are also the responsibility of the employee.~~

~~3. Volunteers~~

- ~~a. Parents, guardians and/or community members who wish to act as a school volunteer must contact the school office to obtain a "Police Information Check with Vulnerable Sector Screening" letter. The "Police Information Check with Vulnerable Sector Screening" letter must be on school letterhead, signed and dated by the principal and must contain the statement: "The applicant will require a vulnerable sector check" (sample letter attached).~~
- ~~b. Potential volunteers are then referred to the Oceanside RCMP Detachment, at which time they will submit the "Police Information Check with Vulnerable Sector Screening" letter and the "Police Information Check with Vulnerable Sector Screening" form.~~
- ~~c. The "Police Information Check with Vulnerable Sector Screening" form is available from the school or the Oceanside RCMP detachment and must be submitted at the same time as the "Police Information Check with Vulnerable Sector Screening" letter. Please note that **old forms will not be accepted.**~~
- ~~d. For convenience, a copy of the "Police Information Check with Vulnerable Sector Screening" form has been attached and can be provided to applicants by the School Principal or designate at the same time that the applicant receives the "Police Information Check with Vulnerable Sector Screening" letter from the school.~~

~~**Note:** The "Police Information Check with Vulnerable Sector Screening" letter is required to waive the processing fee. If the letter is not included with the package, the processing fee will be levied on the applicant.~~

- ~~e. The RCMP will return the processed form to the parent, guardian or community member who will then submit the form to the School Principal.~~
- ~~f. Forms that show any type of criminal record or other concerning disclosures must be forwarded to the Superintendent of Schools or~~



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 600

PERSONNEL

~~designate for review. School Principals will be advised of any advice or considerations arising from this review.~~

- ~~g. Completed "Police Information Check with Vulnerable Sector Screening" are valid for a maximum of five years only at which time they are expired.~~
- ~~h. All new volunteers (including those who may have previously completed a PIC_VS at another school and are now changing school sites) must submit forms (preferably in September). This would include Kindergarten, and Grade 8 as well as any new registrations.~~

DATE

*R.C.M.P.
727 Island Highway West
Parksville, BC V9P 1B9*

To Whom it May Concern:

RE: POLICE INFORMATION CHECK WITH VULNERABLE SECTOR SCREENING

This letter is to confirm that NAME OF VOLUNTEER APPLICANT will be acting as a volunteer for various school/class events or activities throughout the school year.

NAME OF VOLUNTEER APPLICANT will require a "Police Information Check with Vulnerable Sector Screening" as per the R.C.M.P. definition.

Thank you for your attention to this matter.

Yours Sincerely,

PRINCIPAL NAME
Principal

c: School File

IV. CREDIT CARD USAGE

Sound business practices support the use of Board issued credit cards by designated staff and School Trustees as their use contributes to the efficiency of school district operations.

Procedures

- 1. Board Credit cards may be issued to the following staff:
 - a. Superintendent of Schools
 - b. Secretary Treasurer
 - c. Assistant Secretary Treasurer
 - d. Associate Superintendent
 - e. Director of Instruction
 - f. General Manager of Operations
 - g. Assistant Manager of Operations
 - h. Director of Human Resources



- i. ~~School Trustees (five)~~
 - j. ~~Principals and Vice-Principals~~
 - k. ~~School secretaries – may hold site cards to facilitate school purchases.~~
 - l. ~~Other employees with areas of responsibility that require either regular purchasing or situational purchasing that cannot be managed through petty cash or requests for funds. Such employees must be recommended by the employee's supervisor (who must also be an individual designated in 'a' through 'j'), and approved by the Secretary-Treasurer.~~
2. ~~The Board credit card issued to the aforementioned designated staff and School Trustees shall be utilized to cover expenses incurred on Board business or Board sponsored professional development: in accordance with the Card User Agreement.~~
 3. ~~The District endeavors to use credit or purchasing cards that provide savings back to the Board.~~
 4. ~~Card holders shall sign and adhere to the Card User Agreement.~~

~~V. TRAVEL EXPENSES~~

~~Personnel traveling on behalf of the District to participate in meetings, workshops, negotiations and conferences, either by assignment or by directed attendance, are entitled to receive reimbursement of expenses incurred.~~

1. ~~Application for reimbursement of travel expenses shall be made to the appropriate supervisor with the submission of original receipts.~~
2. ~~Travel expense reimbursement shall be consistent with the BC School Trustees Association's (BCSTA) Policy on Travel Expenses.~~
3. ~~This administrative procedure will be reviewed annually in the month of February by the Secretary Treasurer or designate.~~
4. ~~Expenses covered by a contractual travel allowance do not apply.~~

~~VI. PERFORMANCE MANAGEMENT: EXEMPT STAFF~~

~~The Board of Education believes that a performance management process should be an ongoing process of communication between a supervisor and an employee that occurs throughout each year in support of accomplishing the mission and strategic priorities of the organization. The communication process includes clarifying expectations, setting objectives, identifying goals, providing feedback, planning for professional growth/learning and reviewing progress in each area.~~

~~Procedures~~

~~The Board believes that performance management processes undertaken with exempt staff should be:~~

1. ~~Simple and clear~~
2. ~~Focused on personal professional growth and learning~~
3. ~~Premised on clearly articulated expectations, deliverables and accountabilities grounded in duties/responsibilities of the job description~~
4. ~~Based on goals/objectives/actions linked to strategic priorities and operational plan of the district/school~~
5. ~~Continuously looping with ongoing and regular check-ins and dialogue~~



~~The Board will ensure that it engages the Superintendent/CEO in an ongoing performance management process as agreed to by the parties. This process is to be facilitated by the Director of Human Resources or a designate.~~

~~The Superintendent will ensure that an appropriate and ongoing performance management process is carried out with the following exempt staff:~~

- ~~1. Secretary Treasurer~~
- ~~2. Associate Superintendent~~
- ~~3. Director of Instruction~~
- ~~4. Director of Human Resources~~
- ~~5. Principals and Vice Principals~~

~~The Secretary Treasurer will ensure that an appropriate and ongoing performance management process is carried out with the following exempt staff:~~

- ~~1. Assistant Secretary Treasurer~~
- ~~2. General Manager of Operations~~
- ~~3. Executive Assistant Board Governance and Operations~~

~~VII. LONG SERVICE RECOGNITION~~

~~The Board of Education values the dedication and commitment of its employees. The Board is, therefore, committed to recognizing employees with consistent and lengthy service (20 years), as well as those who are retiring from employment with the Board.~~

~~VIII. EXIT INTERVIEWS~~

~~The Board sees value in gaining insights into district operations, culture, strategies and human resources/labour relations practices through the use of exit interviews where and when possible and practicable.~~

~~IX. INTERVIEW AND RELOCATION REIMBURSEMENT FOR EXEMPT STAFF~~

~~In order to attract the best candidates for its exempt positions, candidates should be reimbursed for expenses. Reimbursement shall be as follows:~~

- ~~1. Candidates selected for interview will be reimbursed for legitimate travel, accommodation and meal expenses. Submission of receipts is required in accordance with Board travel and reimbursement rates.~~
- ~~2. The successful candidate may be reimbursed for expenses to relocate for employment with School District 69, with the amount to be as determined in contract negotiations. Receipts must be submitted to the Secretary Treasurer within sixty (60) days of the move.~~

~~X. LEAVE OF ABSENCE FOR COMMUNITY SERVICE OR PUBLIC OFFICE~~

~~The Board of Education encourages its employees to participate in a wide range of community service organizations and recognizes the right of these employees to seek public office. It is the intent of the following procedures to permit the School Board's~~



~~employees to participate in public affairs benefiting the public and concurrently to protect the interests of the Board, the persons it employs and the public it serves.~~

Procedures

- ~~1. Employees who are providing voluntary supports for emergency response in the event of an emergency or catastrophe will be supported in accessing leave provisions within their collective agreement or contract of employment. Where there are no such provisions, the Superintendent may grant exceptional leave with or without pay either for the duration of the service being provided or in support of recovery time.~~
- ~~2. Employees will be supported in seeking public office in keeping with provisions of their collective agreement or contract of employment. Where there are no such provisions, the district will support the employee with leave provisions as possible in relation to the employee's duties and responsibilities.~~
- ~~3. On being duly accepted as a candidate for public office, whether it be for Federal Parliament, the Provincial Legislature, the Municipal Council or other public office, an employee of the Board may apply to the Board in writing for a leave of absence to conduct a campaign. Such leaves will be considered within the context of collective agreements and contracts of employment.~~
- ~~4. An employee elected as a Member of Parliament or Member of the Legislative Assembly shall be granted a leave without pay for the duration of one term in office. On termination of office, the employee shall receive priority of placement but not necessarily in the employee's former position. Terms of the relevant collective agreement or contract of employment will apply.~~
- ~~5. It is presumed that service on a Municipal Council will not interfere greatly with the usual performance of an employee's duties and responsibilities. It is expected that some reasonable accommodations must be made by both the Board and the employee concerned.~~

References:

- ~~• Board Policy 600: Personnel~~
- ~~• Board Policy 302: Communities and Volunteers' Involvement in our School District~~
- ~~• Administrative Procedure: Emergency Closure of Schools and Worksites (Employees)~~
- ~~• Criminal Records Review Act~~
- ~~• Mount Arrowsmith Teachers' Association (MATA) Collective Agreement~~

Dates of Adoption/Amendments:

Adopted: 2021.09.28

Amended:



Purpose:

~~This policy is intended to provide a safe and effective procedure for resolving interpersonal conflicts and reporting inappropriate conduct in the workplace.~~

Scope:

- ~~1. This administrative procedure and associated policy covers all adults involved in the learning or working environment regardless of their role. This includes school district employees, contractors, parents, school trustees, volunteers, third parties doing business, and members of the general public who interface with the school district.~~
- ~~2. Students are not covered under this policy. Standards for student behavior are addressed under each school's code of conduct.~~
- ~~3. Inappropriate behavior by an adult toward a student is not covered by this policy. The School Act, School District Policy, the Teachers' Regulation Branch, the District's Collective Agreements along with the BC Human Rights Code and employment laws/statutes will define and govern the standard of behavior required by adults when dealing with students.~~
- ~~4. For District employees, this policy does not supersede any provision of an applicable Collective Agreement.~~
- ~~5. The conduct of the Board of Education is addressed in Board Bylaw 1 under Trustee Code of Ethics.~~
- ~~6. The following matters are not subject to the above principles~~
 - ~~a. Student suspensions of more than five days (See Board Policy: Suspension of students)~~
 - ~~b. Decisions of the District Discipline Committee~~
 - ~~c. Investigations/resolutions through employment contracts, collective agreements, or codes of ethics.~~
 - ~~d. Matters subject to legal proceedings~~
 - ~~e. Matters involving serious misconduct which warrant an independent investigation and response by the district.~~
 - ~~f. Malicious, frivolous, or bad faith complaints where the complainant refuses to participate in a respectful resolution process.~~

Responsibilities:

- ~~7. School and district administration will ensure that provisions of this policy and administrative procedure are used to support the creation and continuation of respectful workplaces, and for providing support and intervention as needed to that end.~~
- ~~8. Employees will be expected to, in accordance with WorksafeBC requirements, report an incident of violence to their supervisor in accordance with the procedure for the handling of a violent incident.~~
- ~~9. School and district administration will work with anyone alleging an incident of bullying and harassment in accordance with Policy 6190 Workplace Bullying and Harassment.~~
- ~~10. School and district administration will ensure that matters are referred to the processes described in collective agreements as situations dictate.~~



Definitions:

11. ~~Inappropriate workplace conduct is that which is objectionable and/or unwelcome to an individual. Examples of such conduct include, but are not limited to:~~
- ~~a. an action or comment by any person which insults, or degrades another person;~~
 - ~~b. verbal abuse in any form, including swearing or threatening language;~~
 - ~~c. written or verbal comments, actions or gestures or other behaviors;~~
 - ~~d. "jokes" which are offensive or belittling;~~
 - ~~e. abusing authority;~~
 - ~~f. yelling or shouting (except where intended to alert another to danger);~~
 - ~~g. deliberately excluding an employee from relevant work activities or decision making;~~
 - ~~h. decision making which is influenced by factors which have no work related purpose;~~
 - ~~i. attempting to discredit an employee by spreading false information about them.~~

Resolution Process:

12. ~~Any allegation of behavior that is inconsistent with the expectations of this policy and administrative procedure should be referred to the provisions of a collective agreement or board policy where possible. If those referrals are not appropriate, the steps listed below may be undertaken.~~
13. ~~For context, not all unpleasant or inappropriate conduct amounts to bullying and harassment. Employees might disagree on issues, they might not like what they are asked to do, or they might not be friends with all of their co-workers. However, all employees are expected to do what they can to interact respectfully with others.~~
14. ~~Given that most people will change their behavior when they discover it is creating issues for others, a complainant should attempt to resolve concerns informally at the earliest possible stage without unnecessary escalation. The complainant may select an advocate for support through the following process:~~
- ~~a. the complainant should attempt to find a suitable resolution directly with the other person involved;~~
 - ~~b. in the event that a satisfactory resolution was not achieved, the complainant should address the matter with a union or association representative and, as possible, with the other individual's supervisor;~~
 - ~~c. If the issue remains unresolved, the complainant may refer the matter to the Director of Human Resources for consideration of further mediation or investigation, or directly to the Superintendent of Schools;~~
 - ~~d. If the issue has not been concluded through the processes of 14 a through c, it shall be referred to the Superintendent (or designate).~~

Reporting an Incident:

15. ~~In the event that someone uninvolved is a witness to inappropriate conduct (i.e., damage to property, an offense toward another individual, etc.) that individual must report the incident to the supervisor most responsible for that area immediately.~~



SCHOOL DISTRICT No. 69 (QUALICUM)

BOARD POLICY 606 - ADMINISTRATIVE PROCEDURES

RESPECTFUL WORKPLACE

Page 3 of 3

References:

- ~~WorkSafeBC – [Toward a Respectful Workplace: A Handbook on Preventing and Addressing Workplace Bullying and Harassment](#)~~
- ~~Board Bylaw 1~~
- ~~Policy 6190: Workplace Bullying and Harassment~~
- ~~Policy 6240: Resolution of Complaints~~

Dates of Adoption/Amendments:

Adopted: ~~_____~~ 2021.01.26

Amended:

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS



For the purpose of this Administrative Procedure, ~~Common Medical Conditions~~ include anaphylaxis, asthma, diabetes, and epilepsy.

DEFINITIONS

Anaphylaxis— is a sudden and severe allergic reaction, which can be fatal, requiring medical-emergency measures be taken

Asthma— is a chronic, inflammatory disease of the airways in the lungs.

Diabetes— is a chronic disease, in which the body either cannot produce insulin or cannot properly use the insulin it produces.

Epilepsy— is a neurological condition which affects the nervous system. Epilepsy is also known as a seizure disorder or by many people as convulsions.

Health Care Professional— a member of a College under the Regulated Health Professions Act (e.g., medical doctor, nurse practitioner, registered nurse, pharmacist).

Health Care Provider— may be a Physician, Nurse Practitioner, Registered Nurse, Pharmacist, Respiratory Therapist, Certified Respiratory Educator, or Certified Asthma Educator.

Medical Emergency— is an acute injury or illness that poses an immediate risk to a person's life or long-term health and requires assistance from another qualified person and contact with Emergency Medical Services.

Medical Incident— is a circumstance that requires an immediate response and monitoring, as the incident may progress to an emergency requiring contact with Emergency Medical Services.

School— all school and school-board activities, including field trips, overnight excursions, board-sponsored sporting events, and board-operated before- and after- school programs for children aged 4 to 12 years.

School staff— all school staff, including occasional staff.

Self-Management— a continuum where a student's cognitive, emotional, social and physical capacity and stage of development are determinants of the student's ability to confidently and independently manage their medical condition(s). The student's journey to reach the student's full potential along the self-management continuum is not linear and can require varying levels of support over time. A student's capacity for self-management may be compromised during certain medical incidents, and additional support will be required.



ROLES AND RESPONSIBILITIES

Parents/Guardians of Children with Common Medical Conditions

As primary caregivers of their child, parents/guardians are expected to be active participants in supporting the management of their child's medical condition(s) while the child is in school.

Parents/Guardians are expected to:

- Educate their child about his/her medical condition(s) with support from their child's health care professional, as needed
- Guide and encourage his/her child to reach full potential for self-management and self-advocacy
- Inform the school of their child's medical condition(s) and co-create the Plan of Care for their child with the Principal or designate
- Communicate changes to the Plan of Care, such as changes to the status of their child's medical condition(s) or changes to their child's ability to manage their medical condition(s), to the Principal or designate
- Confirm annually to the Principal or designate that their child's medical status is unchanged or update as necessary
- Initiate and participate in annual meetings to review their child's Plan of Care;
- Supply their child and/or school with sufficient quantities of medication and supplies in their original, clearly labelled containers, as directed by a health care professional and as outlined in the Plan of Care, and track the expiration dates if they are supplied
- Seek medical advice from a medical doctor, nurse practitioner, or pharmacist, where appropriate

Students with Common Medical Conditions

Depending on the student's cognitive, emotional, social and physical stage of development, and the student's capacity for self-management, students are expected to actively support the development and implementation of the student's Plan of Care.

Students are required to:

- Take responsibility for advocating for their own personal safety and well-being that is consistent with the student's cognitive, emotional, social and physical stage of development and the student's capacity for self-management
- Participate in the development of their Plan of Care as appropriate
- Participate in meetings to review the student's Plan of Care as appropriate
- Carry out daily or routine self-management of the student's medical condition to the student's full potential, as described in their Plan of Care (e.g. carry their own medication and medical supplies; follow school board policies on disposal of medication and medical supplies)
- Set goals on an on-going basis, for self-management of their medical condition, in conjunction with the student's parent(s)/guardian(s) and health care professional(s)
- Communicate with their parent(s)/guardian(s) and school staff if they are facing challenges

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS



related to the student's medical condition(s) at school

- ~~Wear medical alert identification that the student and/or parent(s)/guardian(s) deem appropriate~~
- ~~If possible, inform school staff and/or the student's peers if a medical incident or a medical emergency occurs~~

School Staff

School staff are required to:

- ~~Review the contents of the Plan of Care for any student with whom they have direct contact~~
- ~~Participate in training, during the instructional day, on common medical conditions, at a minimum annually, as required by the Board~~
- ~~Share information on a student's signs and symptoms with other students, if the parent(s)/guardian(s) give consent to do so and as outlined in the Plan of Care and authorized by the Principal in writing~~
- ~~Follow District Procedures designed to reduce the risk of student exposure to triggers or causative agents in classrooms, common school areas, and extra-curricular activities in accordance with the student's Plan of Care~~
- ~~Support a student's daily or routine management, and respond to medical incidents and medical emergencies that occur during school, as outlined in Board policies and procedures~~
- ~~Support inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g., classroom), as outlined in the student's Plan of Care, while being aware of confidentiality and the dignity of the student~~
- ~~Enable students with common medical conditions to participate in school to the student's full potential, as outlined in their Plan of Care~~
- ~~Collaborate with parents/guardians in developing transition plans for students with Common Medical Conditions, as appropriate~~
- ~~Maintain log of administration of medication and medical incidents~~
- ~~Notify the Principal or designate when they are aware that the expiry date on provided medication(s) have been reached~~

Principal or Designate

Principal or designate is expected to:

- ~~Clearly communicate to parents/guardians and appropriate staff the process for parents/guardians to notify the school of their child's medical condition(s), as well as the expectation for parents/guardians to co-create, review, and update a Plan of Care with the Principal or designate.~~
This process should be communicated to parents/guardians at a minimum:
 - i. ~~during the time of registration~~
 - ii. ~~each year during the first week of school~~
 - iii. ~~when a child is diagnosed and/or returns to school following a diagnosis;~~
- ~~Co-create, review or update the Plan of Care for a student with a common medical condition with the parent(s)/guardian(s), in consultation with the school staff (as appropriate) and with the student (as appropriate)~~

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS



- ~~Maintain a file with the Plan of Care and supporting documentation for each student with a common medical condition~~
- ~~Provide relevant information from the student's Plan of Care to school staff and others who are identified in the Plan of Care (e.g., food service providers, transportation providers, volunteers, occasional staff who will be in direct contact with the student), including any revisions that are made to the plan~~
- ~~Communicate with parents/guardians in medical emergencies, as outlined in the Plan of Care~~
- ~~Encourage the identification of staff who can support the daily or routine management needs of students in the school with common medical conditions, while honouring the provisions within the respective collective agreements~~
- ~~Maintain appropriate storage of medications or medical devices for students with common medical conditions~~
- ~~Communicate regularly with school staff and parents/guardians regarding any life-threatening conditions~~
- ~~Inform parents/guardians about relevant Board policies and procedures and encourage regular review~~
- ~~Ensure, with consent, an updated photo with key emergency information is available to staff~~
- ~~Ensure replacement teachers have access to the student's Plan of Care and are familiar with the emergency procedures~~
- ~~Ensure all staff have received training annually, including training about any prevention strategies, recognition of life-threatening situations, emergency protocols and the use of any emergency medical interventions~~
- ~~Maintain a list of school personnel who have received training~~
- ~~Promote supportive learning environments recognizing the need for an accepting social climate for students with common medical conditions~~

Superintendent of Schools or Designate

The Superintendent of Schools or designate is expected to communicate, on an annual basis, the Board policies on supporting students with common medical conditions to parents/guardians, staff, and others in the school community who are in direct contact with students.

The Superintendent or designate is expected to:

- ~~Make available training and resources on common medical conditions on an annual basis~~
- ~~Develop strategies that reduce the risk of student exposure to triggers or causative agents in classrooms and common school areas~~
- ~~Develop expectations for schools to support the safe storage and disposal of medication and medical supplies, and communicate these expectations to schools and support schools in the implementation of the expectations~~
- ~~Communicate expectations that students are allowed to carry their own medication and supplies to support the management of the student's medical condition, as outlined in their Plan of Care~~
- ~~Ensure there is a process at the time of registration for identifying students with common~~



- ~~medication conditions~~
Where appropriate, seek the support and advice of community partners and health care providers for the purpose of ensuring the safety and well-being of students with a common medical condition

PLAN OF CARE

A Plan of Care is a form that contains individualized information on a student with a common medical condition.

The Plan of Care for a student with a common medical condition should be co-created, reviewed and/or updated by the parent(s)/guardian(s) in consultation with the principal or the principal's designate, designated staff (as appropriate), and the student (as appropriate), during the school year (e.g. when a student has been diagnosed with a common medical condition). Health care provider information and signature(s) are optional.

Parents/Guardians have the authority to designate who is provided access to the Plan of Care.

With authorization from parents/guardians, the Principal or designate should share the Plan of Care with school staff who are in direct contact with students with common medical conditions and, as appropriate, others who are in direct contact with students with common medical conditions (e.g. food service providers, transportation providers, volunteers).

COMMUNICATION STRATEGIES/PRIVACY AND CONFIDENTIALITY

Parents/Guardians and school staff should be informed of the measures to protect the confidentiality of students' medical records and information.

At the beginning of each school year, the following text shall be communicated to all parents/guardians in a special letter:

Re: Treatment of Students with Identified Medical Conditions

The School District requires that we maintain uniform, safe and efficient ways of dispensing medications at school. If your child requires medication at school and you have not completed the required form, *Request for Administration of Medication at School*, it is imperative that you do so. This form is available upon request from your child's school. The school cannot administer any medication unless this form is completed. Please have the form completed by the doctor prescribing the medication for your child, sign the form yourself and return it to the school office as soon as possible.



~~FACILITATING AND SUPPORTING DAILY/ROUTINE MANAGEMENT~~

~~Anaphylaxis Risk Reduction~~

~~The parent(s)/guardian(s) of students with life-threatening allergies and the student him/herself have primary responsibility for avoidance of allergens. It is important to reiterate that the creation of allergen-free schools is not possible in our present circumstances. It is, however, the responsibility of the District and of the Principal or designate at each school site to take reasonable measures to reduce the risk of exposure to life-threatening allergens.~~

~~The following directions are not intended to be a complete or comprehensive list of measures which might reasonably be taken:~~

- ~~• Trading or sharing of foods, food utensils and food containers in the student's classroom is to be discouraged.~~
- ~~• Students with food allergies shall only eat lunches and snacks which have been prepared at home.~~
- ~~• Hand washing is encouraged before and after eating for all students.~~
- ~~• Surfaces such as tables and desks where students eat shall be washed clean of potentially contaminating foods~~
- ~~• The use of foods in crafts, cooking classes and special celebrations shall be restricted depending on the allergies of students involved.~~

~~All partners in education should be supporting inclusion by allowing students with common medical conditions to perform daily or routine management activities in a school location (e.g. within the classroom, gymnasium, library, schoolyard; on a school bus; at a field trip location), as outlined in the student's Plan of Care.~~

~~RESPONSE PROTOCOLS AND PRACTICES FOR RESPONDING TO MEDICAL EMERGENCIES~~

~~Each school shall have trained staff qualified to provide first aid to students as required. In-service training to maintain first aid certification of designated staff will be arranged as required throughout the school year.~~

~~Where home care or professional medical care is required, parents/guardians will be notified as soon as possible and informed of any intermediate action taken.~~

~~When parents/guardians have been notified they may provide input when necessary to the principal or designate.~~

~~When transportation of a sick child or an accident victim is required, the mode of transportation is left to the discretion of the Principal or person with supervisory responsibility at that time. When~~



~~ambulance service is required by schools, the Board will accept billing for the cost of transportation to the nearest hospital.~~

Supervision and/or Administration of Medication to Children

~~Designated staff shall administer medications to students only if the following conditions are met:~~

- ~~• The medication is required while the student is attending school;~~
- ~~• A parent/guardian has requested the school's assistance and has signed a release concerning administration of medication;~~
- ~~• The Principal of the school has been notified so that a school plan of action is developed;~~
- ~~• An employee designated to administer medication to a student has been given appropriate child-specific training to support the carrying-out this responsibility;~~
- ~~• All prescribed medication is to be kept in a secure cabinet along with appropriate instructions;~~
- ~~• Bus drivers may be required to administer allergy medication in emergent circumstances only if the bus driver has been given appropriate child-specific training to support the carrying-out of this responsibility.~~

~~A "Request for Administration of Medication at School", form (Ministry of Health "Hlth 41"), must be completed by the parent(s)/guardian(s) giving all pertinent information concerning their child's medication, with the prescribing physician completing the appropriate section of this form.~~

~~Students requiring medication due to a medical problem as outlined on the student's "Request for Administration of Medication at School" form, shall have the student's medication administered by the designated school staff.~~

~~The school Principal or designate, will ensure a plan of action is developed for the daily care of the student, which shall include:~~

- ~~• A process for safekeeping and proper labeling of medication, ensuring large quantities of medication are not stored in school;~~
- ~~• Appropriate recording-keeping procedures and other relative information tracking measures are in place, understood by all parties, and maintained;~~
- ~~• Training for all school personnel involved in the administration of medication is undertaken and remains current.~~

~~The school Principal or designate shall ensure that:~~

- ~~• A master list of students who use medication(s) and school staff trained and authorized to administer medications, is kept in a prominent place in the school office;~~
- ~~• Copies of all forms returned by parents/guardians are attached to the students permanent record card file;~~
- ~~• Designated school staff have the necessary training regarding the procedures to be taken with a student having a medical condition requiring medication in an emergency situation.~~

~~School staff are not to administer non-prescribed medication or to provide any medical services other than first aid, to any student.~~



ADMINISTRATIVE PROCEDURES TO BOARD POLICY 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS

~~School staff supervising field trips must be informed of any students requiring medication during this period, including the reason for the medication, name of the medication, time(s) medication required and dosage; and shall ensure administration of medication and maintain a record of the administration.~~

AWARENESS TRAINING/RESOURCES

~~All staff will be provided with information regarding common medical conditions on an annual basis.~~

~~The scope of the information provided to staff includes the following:~~

- ~~• Strategies/procedures for preventing risk of student exposure to triggers and causative agents~~
- ~~• Strategies for supporting inclusion and participation in school~~
- ~~• Recognition of symptoms of a medical incident and a medical emergency~~
- ~~• Information on sources of support available to staff~~
- ~~• Medical incident response and medical emergency response procedures and protocols~~
- ~~• Documentation procedures~~

~~Staff directly involved with students who have anaphylaxis will receive training which includes instruction in the administration of the ANAPHYLAXIS EMERGENCY ACTION PLAN and training for use of the "Epi-pen". "Epi-pen" training and demonstration for relevant staff shall occur at least once per year.~~

REPORTING/DOCUMENTATION

~~For each incident when a student experiences an anaphylactic reaction at school the Principal or designate is required to complete a copy of the ANAPHYLACTIC INCIDENT REPORT FORM. One copy is to be retained at school in a central file, one copy in the student permanent file and one copy submitted to the District Safe School Coordinator.~~

~~In cases where a student's anaphylactic reaction has been of a very serious nature (for example, where an Epi-pen has been employed and/or the student was transported to hospital) the Principal or designate must involve the parent(s)/guardian(s), the staff who were involved in a meeting to review the incident and complete the ANAPHYLAXIS INCIDENT REPORT FORM.~~

LIABILITY

~~The Good Samaritan Act, passed in 2001, protects individuals from liability with respect to voluntary emergency medical or first aid services. Subsections 2(1) and (2) of this act state the following with regard to individuals:~~

ADMINISTRATIVE PROCEDURES TO BOARD POLICY 802

STUDENT HEALTH – COMMON MEDICAL CONDITIONS



~~2. (1) Despite the rules of **common** law, a person described in subsection (2) who voluntarily and without reasonable expectation of compensation or reward provides the services described in that subsection is not liable for damages that result from the person's negligence in acting or failing to act while providing the services, unless it is established that the damages were caused by the gross negligence of the person.~~

~~(2) Subsection (1) applies to,
...(b) an individual... who provides emergency first aid to a person who is ill, injured or unconscious as a result of an accident or other emergency, if the individual provides the assistance at the immediate scene of the accident or emergency.~~

APPENDICES: FORMS

References:

- ~~• *Board Policy 8002: Student Health – Common Medical Conditions*~~
- ~~• *British Columbia Anaphylactic and Child Safety Framework – September 2007*~~
- ~~• *Toolkit for Management of Medical Alerts in School Settings*~~
- ~~• *Anaphylaxis Protection Order*~~

Dates of Adoption/Amendments:

~~Adopted: 2018.12.18~~

~~Amended: 2022.06.28~~