



Administrative Procedures Manual

Cowichan Valley School District

PREFACE

This Administrative Procedures Manual is designed to be the primary written source of administrative direction for the Division. It is designed to be entirely consistent with the Board Policy Handbook, and is an extension of policy in the form of procedures. This Manual may make further reference to other detailed administrative documents that have been developed to provide specific guidelines on selected matters.

There are five categories in which administrative procedures are placed in the Manual. The categories are:

- 100 General Administration
- 200 Instructional Programs and Materials
- 300 Students
- 400 Personnel and Employee Relations
- 500 Business Administration

Procedures placed in the 100 section are those of a general administrative nature or those which have applicability to at least two other categories in the Manual. The procedures in 200, 300, and 400 are specific to each of the titles. The Business Administration procedures include finance, facilities, and student transportation matters.

A logical flow of procedures is attempted in the categories. For example, criteria for student admission is followed by attendance area requirements, by various safety considerations, by the maintenance of records, by daily attendance, by supervision and discipline, and lastly, by evaluation procedures.

Gaps in the numbering sequence facilitate the insertion of additional administrative procedures that may be developed at a future time.

It is to be noted that the electronic versions of both the Board Policy Handbook and the Administrative Procedures Manual as well as any handbooks/manuals referenced are always the most current documents available.

Administrative Procedure 100

AP 100 - STRATEGIC PRIORITIES

Background

Planning in public education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for public education are used for optimal results.

Procedures

1. System Planning Guidelines
 - 1.1 The mission, vision, values and key goals of the District will provide strategic direction for system planning.
 - 1.2 The planning process will recognize priorities identified by the province and the Board.
 - 1.3 The actions and endeavors of the District and its schools must be guided by sound planning processes.

2. The Superintendent shall
 - 2.1 Provide administrative support to the Board to develop the priorities.
 - 2.2 Develop a communications strategy advertising the key actions to be undertaken during the upcoming school year.
 - 2.3 Make provision for distribution of the strategic priorities and its placement on the District website.

Reference: Sections 7, 8, 8.4, 8.5, 22, 65, 75, 85 School Act
Statement of Education Policy OIC 1280/89

Adopted: September 1, 2018

Administrative Procedure 101

AP 101 - ANNUAL REPORTS

Background

Accountability is the obligation to be answerable for the performance and results of one's assigned responsibilities. The District recognizes its responsibility to keep stakeholders informed about accomplishments and progress towards goals.

The District will keep its school communities and public informed of the overall results achieved in the District through its Annual Reports.

Procedures

1. Annually, the Superintendent will report on, at minimum:
 - 1.1 Student enrollments;
 - 1.2 Staffing;
 - 1.3 Programs;
 - 1.4 Goals, targets and results identified in the:
 - 1.4.1 Strategic Priorities; and
 - 1.4.2 Indigenous Educational Agreements.
 - 1.5 Facilities, maintenance and business services.
2. The Superintendent will develop Annual Reports in accordance with Ministry expectations.
3. The Annual Reports will contain information regarding progress toward meeting goals and objectives established by the District.
4. The Annual Reports will be posted on the District website.
5. The District shall use the Annual Reports for information in the planning cycle and make adjustments to its goals as necessary.

Reference: Sections 8, 22, 65, 76.1, 81, 115.2, 168.01 School Act Class Size and Compensation Regulation 52/12

Adopted: September 1, 2018

Administrative Procedure 102

AP 102 - SCHOOL PLANNING

Background

School planning and reporting are integral components of District planning and reporting.

Procedures

1. All school plans must satisfy the requirements outlined in the District's criteria for approval of school plans.
2. The Principal must ensure that school plans and results reports are prepared in collaboration with staff, the Parents' Advisory Council, and, where appropriate, students.
3. School plans inclusive of results achieved, are to be updated and submitted to the Superintendent annually.
4. School plans are to be submitted by the Superintendent to the Board annually.
5. School plans must be made available to the parents of students attending that school and will be posted on the school website.

Reference: Sections 7, 8, 8.3, 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: September 1, 2018

AP 104 – DISTRICT CODE OF CONDUCT

Definitions

District Learning Community: The *District Learning Community* includes all employees, students, parents, contractors, and volunteers.

Educative: to give intellectual, moral or social instruction.

Personal digital device: any personal electronic device capable of communication and accessing the internet including, but not limited to, mobile phones, iPads, tablets, laptops, wearable technology, music players, virtual reality devices, portable game consoles, and or any other device capable of storing digital data.

Preventative: to take measures to keep something undesirable from happening.

Restorative: to repair, rebuild, reinstate or restore relationships.

Background

The District is committed to providing a safe, welcoming environment in all schools and facilities, and expects that all members of the District Learning Community will conduct themselves in a respectful, responsible manner that:

- complies with all applicable and relevant legislation including, but not limited to, the prohibited grounds of discrimination as set out in the [BC Human Rights Code](#);
- reflects the District's foundational statements in the [Strategic Plan](#);
- supports the Competencies: Thinking, Personal and Social Development and Communication; and,
- models the principles of [Safe, Caring and Orderly Schools: A Guide](#) published on the [Ministry of Education and Child Care](#) website.

The District recognizes that an educational environment is one where students and staff feel safe, welcome, and free from discrimination, and where confidential information is kept confidential. Schools are to be places where students, staff and parents are free from harm (safe), where clear expectations of acceptable behavior are held and met (orderly), and where all members feel a sense of belonging (caring). This applies at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.

Procedures

1. School Codes of Conduct

1.1 Overview

- 1.1.1 The District will ensure that schools develop School Codes of Conduct in consideration of the [Cowichan Valley School District Policy 25: Identity, Belonging, and Connection](#) and the [BC Human Rights Code](#), and will explicitly prohibit discrimination on the basis of an individual's or a group's race,

colour, ancestry, place of origin, religion, marital status, family status, physical or mental ability, sex, sexual orientation or gender/gender identity.

1.2 Educative, Preventative, Restorative

1.2.1 Disciplinary decisions will align with Provincial policy guidelines and will be employed with consistency and fairness. Whenever possible, responses will be educative, preventative and restorative. Students, whenever possible, will be encouraged to participate in the development of meaningful response to promote learning and growth. The primary function of code of conduct decisions will be to correct, educate and develop responsible, respectful and caring school citizens.

1.3 Diverse Learning Needs

1.3.1 Codes of Conduct cannot discriminate against a student who is unable to meet a behavioural expectation because of a diverse learning need.

1.3.2 Codes of Conduct need to provide special considerations for students with diversities and, wherever possible, behavioural expectations are to be part of their Individual Education Plan. Goals and consequences are to take into account the needs of the students.

1.4 Process Elements:

1.4.1 The District will ensure that School Codes of Conduct are developed with process elements that are in accordance with the [Provincial Standards for Codes of Conduct Order](#), and guidance from the handbook, [Safe, Caring and Orderly Schools: A Guide](#) and [Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order and Safe, Caring and Orderly Schools: A Guide \(2004\)](#).

Process elements include:

- involving students, parents and staff in the development and review of codes of conduct;
- ensuring there is wide knowledge of conduct expectations in school communities;
- keeping codes current and addressing emerging issues by monitoring existing codes and improving as needed;
- actively communicating and promoting codes of conduct to the entire school community, and ensuring new members of the school community have access to and awareness of the school code of conduct;
- review codes of conduct annually with students, parents and staff.

1.5 Content Elements

1.5.1 The District will ensure that the school Codes of Conduct include the following content elements in accordance with the [Provincial Standards for Codes of Conduct Order](#):

- Statement of purpose;
- Conduct expectations (acceptable and unacceptable conduct);

- Rising expectations;
- Consequences of unacceptable conduct;
- Explanation of reasonable steps taken to prevent retaliation against a person who has made a report of a breach of a code of conduct;
- Special considerations for students with diverse learning needs.

1.6 Personal Digital Devices

The District recognizes that new and future technologies create opportunities for constructive and positive uses in learning environments, and that unregulated use may pose a risk to personal safety, and disrupt the learning environment, invade personal privacy and generally interrupt safe, caring and orderly schools.

The use of personal digital devices in schools must comply with [Administrative Procedure 145: Use of Personal Digital Devices](#).

The District will ensure that all School Codes of Conduct include and align with the procedural elements outlined in AP 145 and school administrators will ensure that these elements are in place in School Codes of Conduct:

- restrictions on the use of personal digital devices at school, including;
- during hours of instruction;
- use of personal digital devices for instructional purposes and digital literacy;
- use of personal digital devices that is appropriate to a student's age and developmental stage;
- accessibility and accommodation needs;
- medical and health needs;
- equity to support learning outcomes.

2. Staff Standards of Conduct

2.1 All members of the *District Learning Community* are to conduct themselves in a manner that:

2.1.1 Communicates respectfully, and respects self and others in the *District Learning Community*;

2.1.2 Contributes to safe, caring and orderly schools and work sites and at all District events;

2.1.3 Contributes, and is sensitive to, the maintenance of a positive learning and work environment;

2.1.4 Respects confidentiality by not passing on personal information about students, families, or colleagues;

2.1.5 Promotes and supports purposeful learning and growth for all members of the District Learning Community;

2.1.6 Addresses incidents of bullying, harassment and intimidation;

2.1.7 Is respectful of diversity of others including race, orientation, identity, religion

and economic status.

2.2 Reporting and Retaliation

2.2.1 Responsibility to Report:

School officials have a responsibility to advise other parties of serious breaches of the Code of Conduct (e.g., parents, District officials, police and/or other agencies).

2.2.2 Protection against Retaliation:

The District will take all reasonable steps to prevent retaliation by a person against a member of the *District Learning Community* who has made a report about a breach of a Code of Conduct.

3. Bullying, Harassment and Intimidation

3.1 Bullying

3.1.1 According to the Ministry of Education and Child Care, bullying is defined as a pattern of repeated aggressive behaviour, with negative intent, directed from one person to another where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation.

3.1.2 This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person. Bullying is a distinctive pattern of repeatedly and deliberately harming, intimidating, and humiliating others, specifically those who are smaller, weaker, younger or in any way more vulnerable than the bully. The deliberate targeting of those of lesser power is what distinguishes bullying from other forms of aggressive behaviour.

3.2 Harassment

3.2.1 Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop. Any of the following behaviours could be considered harassment:

- Condescending treatment that undermines another's self-respect;
- Name-calling, teasing, disrespectful comments;
- Gossiping, spreading malicious rumours, "dirty" looks, social ridicule, public embarrassment;
- Social isolation ("freezing out" or rejecting others), exclusion from a group, threatening to withdraw friendship;
- Repeated unwanted communication;
- Unwelcome jokes, innuendoes, insults or put downs, taunts about a person's body, diverse needs, religion, attire, age, economic status, ethnic or national origin;
- Insulting graffiti directed at an individual or group;

- Unwanted and uninvited sexual attention, particularly when it is intimidating, hostile, or offensive to the recipient.

3.3 Intimidation

3.3.1 Intimidation is the act of instilling fear in someone as a means of controlling that person. Some examples of intimidating behaviour include:

- Verbal threats, i.e., threatening phone calls, threats of violence against a person or property;
- Physical threats, i.e., showing a weapon, jostling, threatening to punch, stalking or following;
- Defacing or stealing victim's property;
- Daring or coercing victim to do something dangerous or illegal;
- Extortion (demanding payment or goods for a victim's safety);
- Inciting hatred toward a victim;
- Setting up a victim to take the blame for an offence.

Reference: Section 6, 7, 7.1, 8, 8.4, 17, 18, 20, 22, 65, 85
School Act School Regulation 265/89
Safe, Caring and Orderly Schools: A Guide
[Provincial Standards for Codes of Conduct Order](#)
[Developing and Reviewing Codes of Conduct: A Companion to the Provincial Standards for Codes of Conduct Ministerial Order and Safe, Caring and Orderly Schools: A Guide \(2004\).](#)
BC Human Rights Code

Adopted: May 13, 1998

Revised: May 21, 2003; May 10, 2006; December 6, 2006; May 21, 2008; December 1, 2015; September 1, 2018; September 1, 2023, September 24, 2024

AP 105 - DECISION-MAKING PROCESS

Background

The District, on behalf of the community, is mandated to provide schooling, which supports the intellectual, personal and social needs of its students as they strive to reach their potential. In fulfilling this responsibility, the District is accountable to its community. The District will collaborate, consult and seek advice from a wide cross-section of the school community, including individuals, groups and organizations.

The District values attitudes and practices that encourage integrity, respect and trust in all relationships. To this end, the District expects co-operative models of decision-making to be used at the District, school and program levels. These models are normally collaborative, consultative or advisory in nature, and seek involvement from students, staff, parents and the community as appropriate.

Procedures

1. Collaborative Model (working jointly)
 - 1.1 There is an inference that this process leads to a mutually agreed-upon final decision. A collaborative committee or working group would expect to make the final decision. Such decisions would have to be consistent with the *School Act*, and regulations, Ministry orders, Board policy and administrative procedures.
2. Advisory Model (offering advice or making recommendations)
 - 2.1 Although not a decision-making group, there is an expectation that significant weight is placed on this advice. If the advice were not acted upon, the person or persons with the decision-making authority would be expected to provide a rationale for the decision.
3. Consultative Model (taking into consideration)
 - 3.1 A consultative committee or working group provides expertise, but is not a decision-making body. Their input is taken into consideration by a person or persons who have decision-making authority.
4. Under the *School Act*, the Superintendent, appointed by the Board and under the general direction of the Board, is accountable for the general operation of the District. Similarly, Principals are accountable for the operations of schools and programs.

6. Representatives involved in the decision-making process are expected to represent their organization fairly and to report to their organization on a timely basis. The organization's responsibility is to provide clear direction to its representative and to make sure its representative is informed in the areas under review. It is equally important that the District or school clearly define the mandate of every committee. Terms of reference, representative expectations, and the co-operative decision-making model being used need to be clearly articulated to all parties involved in and affected by the process.
7. The District derives its strength and integrity from mutually supportive student, parent, staff and community relationships. These positive partnerships result in responsible and accountable decisions that serve to ensure quality learning opportunities for students of all ages.

Reference: Section 7, 8, 8.4, 8.5, 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: September 1, 2018

AP 110 - PARENTS' ADVISORY COUNCILS

Background

Parents have the right and responsibility to participate in the process of determining the educational goals, policies and services provided for their children.

They have a primary responsibility to ensure that children are provided with the healthy and supportive environment necessary for learning. They have a responsibility to help shape and support the goals of the District and share the task of educating their young.

The District acknowledges and respects the rights of parents to be involved in the process of educating children, and values their contribution to school communities. It supports and encourages their participation by creating and maintaining a climate and structure, which provides for parental involvement.

Procedures

1. Establishment of Parents' Advisory Councils (PACs)/District Parents' Advisory Council (DPAC)
 - 1.1 There shall be only one Parents' Advisory Council for each school.
 - 1.2 An application by parents to establish a school Parent's Advisory Council shall be submitted in writing to the Board.
 - 1.3 All parents have the right of membership in a school PAC where their child attends, and each PAC may send an elected representative(s) to DPAC.
 - 1.4 Parents' Advisory Councils are autonomous organizations, responsible to their members, the parents of the school, whose purpose is to advise the school on any matter of concern to parents collectively and to advocate for the children in the school. DPAC offers the opportunity for all schools to contribute for the same purpose at the District level.
 - 1.5 A Parents' Advisory Council, in consultation with the Principal, must make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing the election of members to represent the PAC on the District Parents' Advisory Councils and on the dissolution of the PAC.
 - 1.6 The Board will provide funds, established annually, to DPAC in support of their activities.
2. Communication
 - 2.1 Staff will support regular and meaningful two-way communication between
 - 2.1.1 Parents and school staff, and

2.1.2 PACs/DPAC and school/District staff.

3. Student Learning

- 3.1 The District will promote collaborative partnerships with families based on a relationship of mutual trust and respect, where an atmosphere of teamwork predominates. This motivates, supports and encourages children to become lifelong learners and valuable contributors to society.

4. School Support

- 4.1 Contributions of parents to the learning environment of schools may include volunteer activities directed at the needs of the school community. Volunteers in the classroom shall be directly responsible to the teacher and Principal, and will not result in displacement of staff.

5. School Decision-Making and Advocacy

- 5.1 A Parent Advisory Council through its elected officers may advise the Board and the Principal and staff of the school respecting any matter relating to the school. Similarly through their elected executive, DPAC may advise the Board on any matter related to the District, in consultation with the PACs.
- 5.2 Parents, through the PAC may be invited to participate on school committees which can solve problems and create positive, effective learning communities.
- 5.3 The interests and rights of all children will be held paramount in any decision-making process.

6. Support for Parent Involvement at the District Level

- 6.1 District Administrative Staff will promote attitudes and set expectations, which create a welcoming and open climate conducive to effective parent participation.
- 6.2 Information will be freely shared at the school and District level in order that parents may make informed decisions.
- 6.3 Parents, through DPAC may be invited to participate on District and Board committees in order to promote cooperative planning and decision-making.
- 6.4 Within a process defined by the District, all stakeholders will have the opportunity to contribute to vision development and goal setting for the District.
- 6.5 The District will encourage in-service activities for staff and parents which enhance the understanding of effective parent involvement and collaboration.

Reference: Section 8, 20, 22, 23, 65, 85 School Act
Statement of Education Policy order OIC 1280/89

Adopted: November 20, 2002

Amended: July 22, 2017; September 1, 2018

Administrative Procedure 111

AP 111 - DISTRICT PARENTS' ADVISORY COUNCILS

Background

The District values the input of all sectors of the community into its decision-making process. The opinions of parents of students attending District schools are especially valuable, particularly those opinions that represent a consensus of District parents as a whole. For this reason the District strongly supports the formation of a District Parents' Advisory Council (DPAC).

The District Parents' Advisory Council is an organization of parent volunteers elected from the Parents' Advisory Councils of District schools and is the official representative of school Parents' Advisory Councils at the District level.

Procedures

1. The District and its employees will work cooperatively with the District Parents' Advisory Council towards identifying and achieving common goals.

Reference: Section 8, 8.4, 8.5, 22, 23, 65, 85 School Act

Adopted: July 8, 1998

Amended: September 1, 2018

Administrative Procedure 120

AP 120 - POLICY AND PROCEDURES DISSEMINATION

Background

The Superintendent has been given the responsibility for implementing policy and procedures, which includes maintaining the Board Policy Handbook and the Administrative Procedures Manual and their dissemination to the appropriate members of the District.

Procedures

1. The Superintendent will ensure that the Board Policy Handbook and the Administrative Procedures Manual will be available on the District website so that all trustees, staff members, students, parents and the general public have ready access to all Board Policies and Administrative Procedures.
2. When updates to the Board Policy Handbook and the Administrative Procedures Manual are made, the Superintendent will ensure that department supervisors, principals and partner groups are advised in a timely manner. These individuals are responsible to advise the appropriate education stakeholders as required.
3. It shall be the responsibility of the Principal and District Office supervisors to convey to and interpret policy and administrative procedures to their respective staffs.

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: September 1, 2018

AP 121 - DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES

Background

The Superintendent has been given responsibility for implementation and review of the Administrative Procedures Manual. Regular review of administrative procedures, with opportunities for input from appropriate stakeholders, leads to effective operations with the District.

Procedures

1. A review of all administrative procedures shall be conducted through the Office of the Superintendent.
2. This review will provide opportunities for input from stakeholders as appropriate.
3. Reviews shall ensure that each administrative procedure meets the following criteria:
 - 3.1 Each procedure is the responsibility of administration as delegated by the Board or as defined by legislation;
 - 3.2 Each procedure is consistent with Board Policy;
 - 3.3 Each procedure is consistent with other Administrative Procedures;
 - 3.4 Each procedure is consistent with the District's strategic direction as outlined in the Framework for Enhancing Student Learning; and
 - 3.5 Each procedure ensures clear and consistent direction for the District.
4. Development or review of a specific administrative procedure may be requested by any stakeholder at any time through a formal request to the Superintendent.
 - 4.1 The request will be expected to detail the issues and concerns associated with the Administrative Procedure and if possible, offer suggestions for revision.
5. All newly developed administrative procedures and changes based on reviews of current administrative procedures shall be communicated expeditiously to all stakeholders.
6. Upon receiving a formal request for review, the Superintendent will determine the appropriate process for developing and reviewing the specific Administrative Procedure to ensure that reasonable consideration is given to the request.

6.1 It is expected that in most instances such a review will be carried out by the Superintendent, a District Office administrator with direct responsibility in that area, and a school-based administrator selected by the Superintendent.

Reference: Sections 8, 22, 65, 85 School Act
School Regulation 265/89

Adopted: September 1, 2018

AP 130 - SCHOOL CALENDAR

Background

School Boards must, in accordance with the regulations of the Minister, prepare a school calendar for each school in its district for each school calendar year. A Board may, at the same time, submit up to three consecutive school calendars. A Board must submit to the Minister a school calendar or calendars, at least three months before the expiration of the current school calendar. If the Minister amends a school calendar, a Board must, at least one month before expiration of the current calendar, make available to the public the amended school calendar. A Board may, in accordance with the regulations of the Minister, amend a school calendar made available to the public by the Board under section 87.01 (9) or (10) of the Act, if, in the opinion of the Board, an amendment is necessary.

The District must consult with parents and representatives of employees when it wishes to adopt a school calendar in accordance with these procedures.

Procedures

1. A Board must make publicly available a school calendar(s) that it proposes to submit to the Minister at least one month before the date the school calendar must be submitted to the Minister.
2. The Board must provide an opportunity to
 - 2.1 The parents of the student enrolled in each school to which the proposed school calendar is applied; and
 - 2.2 representatives of employees of the Board assigned to the school to provide comments to the Board with respect to the calendar made publicly available.

Amending a School Calendar

1. A Board must make publicly available proposed amendments to a school calendar at least one month before making amendments.
2. A Board must, as soon as practicable and, in any event, within thirty days of amending a school calendar under Section 87.02 of the Act, provide the Minister with the amended school calendar.
3. Sections (1) and (2) do not apply to a Board that reschedules a non-instructional day previously scheduled in a school calendar if the Board gives notice of the change to

- 3.1 the parents of the students enrolled in the school to which the proposed change is to apply; and,
- 3.2 the representatives of employees of the Board assigned to the school.

Reference: Section 87.01, 87.02, 87.03 School Act
School Calendar Regulation
Collective Agreements

Adopted: September 1, 2018

Administrative Procedure 131

AP 131 - VARIATION OF SCHOOL DAY

Background

Any variation of school days (i.e. change of lunch time, start/end times) must be approved by the Superintendent and must be consistent with the school calendar approved by the Board and must accommodate the minimum number of hours prescribed by the Ministry.

Procedures

1. The hours of instruction as prescribed by the School Act and Regulation comprises the minimum that schools will offer.
2. Annually, on or before April 15 of each school year, the Principal will inform the Superintendent of the school's proposed schedule for the subsequent school year if a change is contemplated.
3. Requests for variation in school days will be adjudicated by the Superintendent as and when submitted. Such requests must address potential impacts on:
 - 3.1 Collective agreements.
 - 3.2 Bus schedules.
 - 3.3 Parent expectations.
 - 3.4 Staff member expectations.
 - 3.5 Any other related items specific to the school community.
4. Final school times and schedule will be submitted by June 30 to the Superintendent.

Reference: Sections 8, 20, 22, 23, 65, 85, 87.01, 87.02, 87.03, 168.02, 175 School Act
School Calendar Regulation 314/12
Collective Agreements

Adopted: September 1, 2018

Administrative Procedure 132

AP 132 - SUSPENSION OF CLASSES BECAUSE OF WEATHER

Background

The safety of students and staff during periods of inclement weather or when other hazards arise is of paramount importance to the District.

The District will:

- Endeavour to keep all schools in the District open and in session on all prescribed school days provided that safety can be ensured for students and staff.
- Assess each occurrence of inclement weather or of a hazardous situation as it occurs, and initiate the appropriate actions to provide the safest conditions for students and staff.

Procedures

1. The Superintendent shall make the final decision regarding suspension of classes.
2. The Superintendent shall make all announcements including cancellation of bus transportation.
3. The Superintendent shall contact principals.
4. Announcements will be made over local radio stations. The District website and District social media accounts will be updated as quickly as possible.
5. Whenever possible these radio announcements will be made prior to 6:00 am to allow staff and students to remain at home.
6. Maintenance staff may be requested to report to work.
7. Principals shall encourage parents to exercise their prerogative to keep their children at home should the weather present unusual hazards. This message shall be presented in regular newsletters and through school social media and websites at suitable intervals throughout the year.
8. Principals will advise parents of the suspension of classes procedure early in the school year.
9. Principals and school staffs will establish a protocol for the safe release and supervision of children during the school day.

10. At the discretion of the Principal, staff members may be released prior to dismissal time.

Reference: Section 20, 22, 65, 73, 85, 90 School Act
School Regulation 265/89

Adopted: February 18, 2004

Amended: July 27, 2017; September 1, 2018

AP 140 - DIGITAL CITIZENSHIP

Background

The introduction and growth of digital technologies provides Districts with new opportunities and challenges.

Digital technologies can facilitate collaboration between students, educators, parents, and classrooms while also providing schools with rich online resources. Today's technology enables classrooms, communities, and experts around the world to share digitally in a learning experience, wherever they may be.

- We believe that technology provides the opportunity to enhance engagement and amplify learning.
- We believe technology supports the critical role of the educator to facilitate student learning.
- We believe that all members of the school community must be responsible digital citizens.

It is recognized, however, that some material accessed or transferred may not be appropriate or meet school and community standards. For this reason, the District will establish standards in keeping with a responsible education community and maintain appropriate procedures for students and staff.

The District encourages the responsible and ethical use of digital technology by staff and students. The District recognizes its responsibility to protect the personal information of students and staff and monitor digital content. Accordingly, the District will take all reasonable steps to inform parents of potential risks and benefit and to exercise due diligence over student and staff use of digital technology. The District will endeavor to ensure that all users are aware and abide by the District procedures. The District recognizes its authority to place reasonable restrictions on the material users access or distribute while using the District's digital technology.

Engaging in media and technology can promote learning, teaching and collaboration for students, staff, and parents. The District is committed to ensuring that District digital technologies are used for educational purposes and that all users of such technologies are aware of their responsibilities for the acceptable use of these tools. The following procedures for users and the District are intended to promote the efficient, ethical and legal utilization of District digital technologies.

Definition:

Digital technology: Is the broad range of communication, information, and related technologies used to support learning, teaching and assessment. Social media are websites and applications that enable users to create and share content or to participate in social networking.

Procedures

1. The District:

- 1.1 Has the right to routinely monitor the general use of internet and email services.
- 1.2 Has the right to investigate any complaints of misuse and to conduct any investigations required by law, Board policy or this Administrative Procedure.
- 1.3 Has the right to access any files in the system where misuse is known or suspected.
- 1.4 Has the right to place reasonable restrictions on the material users access or post through the system.
- 1.5 In the event of a user violating the procedure, has the right to suspend a user's access and to invoke disciplinary and possible legal action.
- 1.6 Will endeavor to provide equitable access to digital technology in schools and District work sites to support teaching and learning.
- 1.7 Will ensure all staff and students are aware of the District and School codes of conduct and how they apply to in person and online behaviour.
- 1.8 Will follow regulations as per Canada's anti-spam legislation.
- 1.9 Will only be responsible for financial obligations of account holders if they have received the prior written approval of the District.
- 1.10 Will hold site-based and District administrators responsible for initiating an investigation when this Administrative Procedure is contravened.

2. General Procedures for Users:

- 2.1 District digital technology shall be used for educational and school-work related purposes.
- 2.2 Users will be informed of their rights and responsibilities as outlined in this Administrative Procedure.
- 2.3 User behavior online is to reflect personal, classroom, and school community values and Codes of Conduct. This means that the expected behavior of users is the same both in person and online.
- 2.4 Users will conduct themselves in a courteous, ethical, legal and responsible manner while using online systems. All Board policies and administrative procedures, including those on harassment, equity, and proper conduct of employees and students apply to the use of digital technologies.
- 2.5 Users are expected to demonstrate and show respect for themselves, peers, and other users they interact with online.
- 2.6 District digital technologies shall not be used for illegal or inappropriate purposes. Inappropriate use of District digital technology includes, but is not limited to:
 - 2.6.1 Transmission of materials in violation of Canadian Law
 - 2.6.2 Transmission, storage or duplication of pornographic material

- 2.6.3 Transmission or posting of threatening, offensive or obscene material
 - 2.6.4 Transmission or duplication of material in violation of copyright law
 - 2.6.5 Plagiarism of works found on the internet
 - 2.6.6 Transmission of known false or defamatory information about a person or organization
 - 2.6.7 Threatening or harassment of others
 - 2.6.8 Attempts at unauthorized access to data, servers, or external services
 - 2.6.9 Impersonation or use of someone else's account or identity online
 - 2.6.10 Attempts to vandalize District or external systems, including malicious attempts to destroy data of another user, via virus or other means
 - 2.6.11 Use of abusive, vulgar, profane, obscene, harassing or other inappropriate language
 - 2.6.12 Posting of mail, photos, and information without permission of the author;
 - 2.6.13 Sharing of passwords with others
 - 2.6.14 Revealing of another person's personal address, phone number, picture, or other data without personal or parental consent, as appropriate
- 2.7 It is rare but possible to accidentally access inappropriate materials. Students are to immediately report such events to District staff and then return to appropriate materials.
- 2.8 Users will promptly disclose to their teacher, or the appropriate school or District employee, any message they receive which is inappropriate or makes them feel uncomfortable.
- 2.9 Users will install software on a District computer or computer system assigned for their use only where they are permitted to do so. Such software must be legally licensed.
3. School Procedures
- 3.1 Principals will obtain permission from parents for release of photo/media/video to commemorate, document and/or promote learning and various sports and educational events.
4. Staff
- 4.1 Staff will demonstrate digital citizenship, both during and outside of school hours, by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with professional codes of ethics and standards and the District Digital Technology User Agreement.
 - 4.2 Staff will only use District approved sites and tools for online communication with students and parents. Staff are to obtain approval from their District Administrator when wanting to use a different digital tool. All digital tools for communicating must comply with this Administrative Procedure and must be appropriately restricted and FIPPA compliant i.e. to students in your class or activity all data hosted in Canada.
 - 4.3 No personal contact information about students is to be posted.

- 4.4 Staff will outline their expectations and specific rules regarding digital technology use with their students.
- 4.5 Staff will use school based accounts for digital tools for educational purposes and communicating student learning. Staff will not interact with students in a non-educational manner with digital technology.
- 4.6 Staff will utilize appropriate privacy settings to control access to their personal social media sites.

5. Students

- 5.1 Students behavior online is to reflect adherence to the District and School Codes of Conduct. Behaviour both in person and online must meet generally accepted personal, classroom, and school community values.
- 5.2 Students under the age of 19 and their parent must sign a Media, Photo, and Video release consent form ([Form 151](#)) to allow schools/teachers to commemorate, document and/or promote learning and various sports and educational events.
- 5.3 Students 19 and over may sign their own forms.

6. Parent Procedures

- 6.1 Parents are encouraged to have frequent proactive discussions with their children around their use of digital technology, internet and social media applications.

7. Guest Procedures

- 7.1 Guest access to District internet may be extended to trustees, parent members of parents' advisory councils, members of other Districts, or other members of the education community.
- 7.2 Guests are required to comply with this Administrative Procedure. Failure to do so may result in suspension or revocation of access privileges.

Reference: Sections 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act
Introduction to British Columbia's Redesigned Curriculum, 2015

Adopted: November 12, 1997

Amended: August 19, 2019

AP 141 - PORTABLE TECHNOLOGY SECURITY

Background

All staff using District information at a District location or otherwise are responsible for the management and safekeeping of information under their control by ensuring that there is adequate security to prevent unauthorized access, collection, use, disclosure or disposal of information.

Sensitive and confidential information stored on portable technology such as laptops, personal organizers, cell phones or memory sticks must be kept to an even higher standard due to the higher risk of equipment loss or theft.

Procedures

1. All password protection mechanisms available on portable technology must be activated and utilized consistently and to the greatest extent possible. Industry standards/methods are to be deployed in the selection of appropriate passwords.
2. Work-related passwords shall not be shared with any other individual.
3. Any information that is no longer required on portable technology is to be transferred immediately to more secure electronic storage.
4. All security measures adopted for other technology use within the District apply to portable technology.

Reference: Sections 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89

Adopted: September 1, 2018

AP 145 - USE OF PERSONAL DIGITAL DEVICES (PDD)

Background

Openness to new and future technologies creates opportunities for many constructive and positive uses that can amplify student learning. Further, regulated use of personal digital devices in the school and community contributes to the safety and security of students and staff. Unregulated use of such devices may pose a risk to personal safety; may disrupt the learning environment; may invade personal privacy; and may compromise academic integrity.

Definition:

Personal digital devices include any personal electronic device capable of communication and accessing the internet including, but not limited to, mobile phones, iPads, tablets, laptops, wearable technology, music players, virtual reality devices, portable game consoles, or any other device capable of storing digital data.

Procedures

1. Personal digital devices are not to be accessed or operated during regularly scheduled hours of instruction, or during any school sponsored activity unless such use facilitates the learning activity and is authorized.
 - 1.1 Personal digital devices are to be stored in silent mode and only accessed with permission of the teacher.
2. Personal digital devices may be used as educational tools during instructional hours when directed by the educator.
3. Personal digital device use outside of instructional hours must be appropriate and not interfere with the school environment, others' learning, personal safety or privacy.
4. Personal digital devices are not to be taken into test or examination settings unless students have been given permission to do so.
5. Personal digital devices are not to be used in settings such as change rooms, washrooms or private counseling rooms that have the potential to violate a person's reasonable expectation of privacy.
6. Capturing images, audio or video of students or staff in schools or during school activities is prohibited without the written consent of the person or persons and/or their parents.

7. Accommodations for access to personal digital devices will be considered for students with diverse learning needs, accessibility needs, medical or health requirements, and to support an equitable learning environment for all students.
8. Students who bring personal digital devices to the school are expected to comply with all parts of [Administrative Procedure 350 – Student Responsibilities and Rights](#) as well as [Administrative Procedure 104 – District Code of Conduct](#) and individual school Codes of Conduct.
9. Personal digital devices are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The district assumes no responsibility for the safety, security, loss, repair, or replacement of personal digital devices.
 - 9.1 Personal digital devices which are taken temporarily from students by teachers or administrators will be securely stored.
10. Principals, in consultation with staff and appropriate stakeholders, are to formulate and implement specific procedures and codes of conduct at each school site.

This Administrative Procedure supports a balanced and responsible approach to the use of personal digital devices in schools. It is designed to promote online safety, digital literacy, privacy, and a focused learning environment for all students.

Reference: Sections 6, 8, 17, 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: January 21, 2009
Amended: August 2019, May 2024

AP 146 - APPROPRIATE USE OF SOCIAL MEDIA

Background

The District encourages responsible use of social media technologies and other forms of electronic communication to support learning, for school district business and communication purposes. However, social media usage must be undertaken in a manner that is respectful, privacy compliant, and consistent with the role of school district staff within the community.

This Administrative Procedure has been developed to provide employees and students with guidelines to understand the impact of social media and electronic communications and their appropriate uses in order to ensure professional communication standards, and to mitigate the school district's, employee's, and student's exposure to risk. An employee's online conduct is subject to the same standards that ordinarily apply to their on and off-duty conduct. District and School Code(s) of Conduct also apply.

Definitions

"Social media" refers to all forms of internet-based applications and technologies that allow end users to engage in conversations, provide input or opinions, create and share content, collaborate, share ideas, message other users, etc. Social media includes, but is not limited to: social networking, blogs, wikis, podcasts, forums, instant messaging, texting and video streaming. Examples include Facebook, Twitter, Instagram, SnapChat, Google+, YouTube, and LinkedIn.

"Electronic communication" refers to any written, audio, video, visual or digital communications occurring between employees or any one or more individuals through electronic means, including email, texting, and other messaging services whether or not such communications are internet based.

Procedures

1. No Expectation of Privacy
 - 1.1 Employees should understand that there is no expectation of privacy in the use of social media or electronic communications, and that online and other electronically recorded communications may be read, accessed, or published by third parties or transferred without the knowledge or consent of the creator.
2. Responsibility of Employees
 - 2.1 Employees are responsible for their electronic communications and for any content that they publish online, whether it is under the employee's own name, an alias, or anonymous, and must ensure it complies with applicable laws, this Administrative Procedure, and professional standards of conduct, including those of the Ministry of

Education and Child Care, BCSTA, CUPE, USW and Teacher Regulation Branch. This expectation of conduct includes a responsibility to ensure that contributions to any site that is created by employees is monitored, administered, and moderated to ensure compliance with this procedure and any other applicable procedures.

- 2.2 Inappropriate communications through the use of social media or other electronic devices are subject to the same policies and principles as other forms of work related misconduct.

3. General Code of Conduct for Employees

- 3.1 Anything posted online by employees or communicated electronically to third parties may be perceived to be representative of the School District. Therefore, employees are expected to model an appropriate online presence and exercise good judgement to ensure that postings and communications do not reflect negatively on the employee's professional reputation or that of the School District.
- 3.2 Employees will take reasonable steps to monitor and exercise appropriate controls over their online presence, including by requesting that friends and third parties do not post photos, videos, or other online content depicting or pertaining to the employee that is not appropriate to the employee's role in the School District.
- 3.3 Social media is an extension of the workplace. What is inappropriate in the workplace is also inappropriate online, and when expressed in other electronic communications, including criticizing students, employees, parents, or the School District. Electronic communications and online posts involving or referring to work, students, co-workers, or parents should at all times be professional in nature.
- 3.4 Employees must ensure that any information they post online or distribute through other electronic communications does not breach the privacy or confidentiality of another person. The use or disclosure of "personal information" of co-workers, students, or parents in connection with social networking websites and services and through other electronic communications may be subject to the British Columbia Freedom of Information and Protection of Privacy Act (FIPPA), and other privacy laws. For example, photos of co-workers, students, or workplace events should not be posted online without the consent of the affected individuals. Consent must be obtained before posting any person's image or information online.
- 3.5 Employees must respect and model copyright and fair use guidelines. Employees must not plagiarize and must properly acknowledge the authorship of materials posted by them. When using a hyperlink to attribute authorship, employees must be sure the content of the linked site is appropriate and adheres to School District policies.
- 3.6 When posting online content employees should not speak on behalf of the School District or use School District logos on private social media sites unless specifically authorized to do so by the Superintendent or designate.
- 3.7 Employees should pay particular attention to the privacy settings for their personal social media page(s). Some content that is appropriate for personal friends is not appropriate for circulation to work colleagues, parents, and students. However, employees should not look to the privacy settings on their personal social media page as creating anonymity or as a guarantee that postings will not be shared more broadly.

- 3.8 In order to maintain a professional and appropriate relationship with students, district employees should not “friend” or “follow” students on their personal social media sites, especially if there is a teacher/student relationship, and should not request or accept any students as “friends” or “followers” on social media sites. Employees should also refrain from interacting with students on social media sites for purposes not related to the delivery of a student’s educational program.
- 3.9 Employees should ask friends not to tag them in any photos or videos without their permission and remove anything that is not appropriate to the employee’s role in the School District, particularly for social media sites that do not have appropriate privacy settings.
- 3.10 Confidential/sensitive information pertaining to the employee’s role in the School District or information involving the operation of the School District that is/was obtained through the course of employment shall not be disclosed on social media sites without permission.

4. Interactions Representing the District

- 4.1 Unless given permission from a Principal or supervisor, a user is not authorized to use electronic social media sites to represent the School District, a school, program, or department. This decision will be made in consultation with the Superintendent or designate.
- 4.2 In cases where a user has received permission to represent the School District, a school, program, or department, the user must identify themselves by name and as an employee of the District.
 - 4.2.1 The signature “Cowichan Valley School District” and/or the District logo should, where possible, appear in the banner for blogs, etc., or in the profile page for social media sites like Facebook.
 - 4.2.2 District logos will not be used without first obtaining permission from the Superintendent or designate.
 - 4.2.3 School logos will not be used without first obtaining permission from the Principal.

5. Use of Professional Social Media Sites

- 5.1 The School District recognizes that there are potential benefits to the use of social media and other electronic communications as an educational tool. However, employees must at all times ensure that social media and electronic communications use for communicating with parents and students is consistent with appropriate professional boundaries and the policies and practices of the School District.
- 5.2 Communications with students and parents through social media and other electronic communications must be formal, courteous, and respectful and relevant to school related matters. They should not involve or be linked to social media sites of a personal nature that may be maintained by the employee.

- 5.3 Only School District authorized social media tools are to be used for online communication with students and parents.
- 5.4 Principal(s) must approve school-based social media groups, including class-specific groups that will be supervised and monitored by a teacher or other employee.
- 5.5 Employees are responsible for ensuring that any use of social media or other electronic communications with students complies with School District policies. Any personal student information that is posted to social media websites or circulated in other electronic communications while the student is under an employee's supervision must be compliant with the permission granted by the student's parents/guardians in a signed School District media release form ([Form 151 – Student Information/Media Release](#)).
- 5.6 All professional social media sites are to be maintained by a school administrator/supervisor or a school/district employee delegated by the school administrator/supervisor. Responsibility is not to be delegated to a parent volunteer or student, as the established social media site will represent the School District.
- 5.7 The School District is not responsible for social media accounts established and maintained by school or district Parent Advisory Councils.
- 5.8 The School District reserves the right to remove, disable, and provide feedback regarding professional social media sites that do not adhere to the law or do not reasonably align with these procedures.
- 5.9 Employees are required to monitor contributions to any site they create, administer, or moderate for professional purposes. A moderation policy should be posted for participants to review **i.e. district FB moderation policy**. Posts that are not in keeping with the spirit of the page or moderation policy should be removed immediately.
- 5.10 All official school Facebook / Social Media pages should have a minimum of two school district employees with administrative access to the page (i.e. Principal and Head Secretary). The Superintendent or designate and District Principal of Instruction and Technology Services (or alternate) must also be given full administrative access to the page, in the event of emergencies or a breach of these procedures.
- 5.11 At the discretion of the school administrator/supervisor, other social media accounts used for professional purposes (i.e. class-specific pages) should be accessible by a second school employee for emergency purposes. This excludes user accounts that represent the professional identity of an employee (i.e. a Twitter account in the employee's name).

6. Privacy and Confidential Information

- 6.1 Users will not disclose confidential student information, images, or confidential school, department, or personnel records without obtaining appropriate written consent.
- 6.2 Users participating in social media activities will respect copyright laws, not only in relation to the content produced on the social media sites, but also in relation to the software that enables them to operate.

6.3 Users participating in social media or other electronic communication activities acknowledge that all information posted to sites may be subject to the provisions of the Freedom of Information and Protection of Privacy Act (FIPPA) or other privacy laws.

7. General Code of Conduct and Use of Social Media for Students

- 7.1 Online activities related to school are an extension of the classroom and subject to all school and district expectations. Student online behavior should reflect their school and/or the District's Code of Conduct.
- 7.2 Students should report any content or behavior through school-related social media that is not suitable for the school environment.
- 7.3 Students should consider the potential consequences of what they post online. Students should only post what they want friends, peers, teachers, or a future employer to see. Links to other websites should be appropriate for their school setting.
- 7.4 For students to be safe online; they are advised to never give out personal information, including last names, birthdates, phone numbers, addresses, and pictures. Students should not share their password with anyone except their parents/guardians.
- 7.5 Students must not intentionally misrepresent themselves or use someone else's identity.
- 7.6 Students are responsible for the work they create. They must not use intellectual property without permission. When paraphrasing another's idea(s), the sources must be cited. It is important to remember that pictures, videos and other digital content are protected under copyright and protection of privacy laws.

Reference: Sections 8, 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act

Adopted: August 19, 2019

AP 146 - APPENDIX - WEB PAGE PUBLISHING

Content Restrictions

Principals may not publish personal information about students (including personal addresses and phone numbers). Student photographs and names may be published with a signed release, but must not reference personal information and e-mail addresses.

1. Publication Consent:
 - 1.1 Full informed consent from a parent is required when a student's name is referenced on the District or a school web page.
 - 1.2 Full informed consent from a parent is required before student work is posted on District or school web pages; when student work is posted, authorship must be acknowledged.
 - 1.3 Full informed consent from a parent is required to use an identifiable photograph of a student.
 - 1.4 To prevent harassment and protect the privacy of students, no personal information beyond the student name may be disclosed on the school or department web page (e.g., address, phone number, etc.) that would further identify a student.
 - 1.5 The District or a school may publish employee names and District e-mail addresses.
 - 1.6 To prevent harassment and protect the privacy of employees, the only information about employees that will be disclosed without the specific consent from the employee will be business contact information (name, position and District email, or other approved contact information).
 - 1.7 Through the Principal or Supervisor, staff may request removal of their name or email from District web pages for extenuating circumstances.
 - 1.8 Employee photographs may be used when their full-informed written consent has been obtained.
2. Content
 - 2.1 No works (text or graphic, video, audio or multimedia elements) may be posted to the website unless the District has copyright (e.g., materials produced by employees) or an authorizing license or permission.
 - 2.2 Each school's main web page must contain an official District logo; the District logo may not be altered in any way and must have separate status by being placed in a corner unoccupied by any other graphic or portion of text.
 - 2.3 School web pages shall be hosted on district servers unless approved by the District Principal of Instruction and Technology Services.

2.4 Principals are responsible for:

- 2.4.1 Approving the content of their school-based and class-based Web pages.
- 2.4.2 Ensuring that no inappropriate language nor objectionable content appears on the School or class Web page.
- 2.4.3 Gathering signed student and employee Web Publishing permission forms (Form 146-1).
- 2.4.4 Reviewing any proposed school home pages under development.
- 2.4.5 Supervising students assigned to publish School or class web pages.
- 2.4.6 Ensuring that all links to other web pages are reliable and not linked to objectionable or inappropriate sites.
- 2.4.7 Security of access to school or department directories on District Web Servers.
- 2.4.8 Maintaining, updating and removing pages.
- 2.4.9 Working with the school community to update and revise posted information

2.5 The District Principal of Instruction and Technology Services is responsible for:

- 2.5.1 Maintaining the District Web server.
- 2.5.2 Monitoring content for FOIPPA and copyright compliance.
- 2.5.3 Providing inservice to support web page design.

2.6 The Communications Manager is responsible for:

- 2.6.1 Providing inservice to support web page design.
- 2.6.2 Ensuring that all web pages comply with school district branding guidelines.

Reference: Sections 8, 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89
Canadian Charter of Rights and Freedoms
Canadian Criminal Code
Copyright Act

Adopted: September 21, 2005
Amended: September 1, 2018

AP 147 - COMMERCIAL ELECTRONIC MESSAGES (ANTI-SPAM)

Background

Electronic messaging is one of the ways the District regularly communicates with parents, students, and staff. Generally, communications are limited to information sharing but occasionally, communication may encourage participation of a commercial nature including an expectation of profit, such as fund raising. Both email and website postings, and occasionally voice messages to telephones, are the electronic means for the District or a school to send and receive messages.

Procedures

1. The Principal will advise parents through the student registration form ([Form 300-1](#)) and a posting to the website that the District and school communicates essential information electronically to parents and students.
 - 1.1 Parents will be asked to provide an email address, which the District will understand, is express consent to send Commercial Electronic Messages (CEMs).
 - 1.2 Parents will be provided with an email address, school phone number and contact name, to unsubscribe at any time.
 - 1.3 The student registration form will also state that explicit consent to send CEMs continues until the parent/guardian unsubscribes, or two (2) years after the student graduates – whichever comes first.
2. The Principal will advise staff that the use of emails is primarily to share information where there is no expectation of profit. When the CEMs have an expectation of profit, the Principal must approve staff access to the email lists of parents, vendors, donors and supporters.
3. Only those persons or businesses with whom the District has explicit consent or implied consent through an ongoing relationship may be contacted by email when the expectation is for profit. Fund-raising is an example of a for-profit CEM.
4. The District does not share its email lists with external organizations or persons.
5. All CEMs from staff, or on behalf of the District, and/or using the District email system, must contain the unsubscribe notice.

I would like to unsubscribe from receiving:

 - 5.1 All messages from the Cowichan Valley School District.

5.2 All promotional messages from the Cowichan Valley School District. I will continue to receive notification consisting of information about the programs, events and activities.

Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Canada Anti-Spam Act

Adopted: September 1, 2018

Administrative Procedure 150

AP 150 - COMMUNICATION AND INVOLVEMENT

Background

The District strongly supports and encourages good community relations and involvement in the District schools.

In general, the District's objectives with respect to the community shall be:

- To promote effective and open communication with the public and within the District itself, on all matters pertaining to the operation of schools.
- To make freely available any information that pertains to programs and practices that are concerned with the educational welfare of students in our schools.
- To foster and encourage effective two-way communications between each school and its parent community.
- To encourage community involvement directly in the schools in such a way as to provide reinforcement to the learning situation.
- The District encourages parents to discuss their interests regarding their children's education as early and as directly as possible.

Procedures

1. The Board will hold regular meetings on a regular publicized schedule in an open manner before assembled members of the press and public who shall be furnished an agenda.
 - 1.1 "In camera" or closed meetings will be conducted whenever the privacy of individuals needs to be preserved, and the Board's business affairs need to be kept confidential.
2. Delegations shall be accepted at all regular Board meetings as set down in [Policy 7](#).
3. Notices of regular Board meetings and approved minutes of them will be sent to those associations representing employees, to all schools, to parent committees, and to any other groups and individuals requesting these items.
4. Extra copies of agendas and related material will be available at each Board meeting. In addition, one copy of Board agendas will be sent to each school and, upon request, to other community groups or individuals.
5. A draft copy of the minutes of each regular Board meeting will be made available to the public in the District Office. Draft copies of minutes will be made available to each school, to all parent organizations, and to the unions and associations representing District employees. A citizen may obtain a copy of the draft minutes

upon written request to the Secretary-Treasurer.

6. In addition to the circulation of the agenda and minutes, the District will:
 - 6.1 When appropriate, ensure that press releases are made available to local news outlets;
 - 6.2 Provide documents and information which have been presented to the Board or other information which is in the "public domain"; upon request within a reasonable time.
 - 6.3 During the year have circulated publications related to the management of education in the District through the schools and other agencies;
 - 6.4 Encourage each Principal to publish regularly a school newsletter with appropriate announcements and relevant information for circulation in the local school community.
7. The District favours and encourages the establishment of consultative and advisory committees, associated either with a school or with a specific program or service.
8. Should a question or problem arise, parents are requested to seek assistance through the following steps:
 - 8.1 Discussion with the teacher and/or Principal.
 - 8.2 Discussion including appropriate District personnel.
 - 8.3 Referral of the matter, if appropriate, in accordance with Board [Policy 13 – Appeals Procedure Bylaw](#).

As most problems are readily resolved at the source, it is logical to seek solutions at this level, but should parents not find satisfaction they are then encouraged to proceed to the next step.
9. The Superintendent will coordinate a comprehensive communications program.

Reference: Section 8, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

Adopted: October 8, 1997
Amended: September 1, 2018

AP 151 - MEDIA RELATIONS

Background

Media play a key role in keeping the public informed about school or District activities and issues. This Administrative Procedure will help ensure the District can develop and maintain strong relations with the media based on openness, fairness, accuracy of information, and consistency

Procedures

1. Delegation of responsibility
 - 1.1. The Superintendent through delegation to the Communications Specialist, coordinates media relations for the District.
2. Spokesperson(s)
 - 2.1. As per Board Policy 5 - Role of the Board Chair, the Board Chair (or Vice Chair in his/her absence) will act as the official spokesperson for all matters pertaining to District operations and Board policy. The Board Chair may delegate this duty to the Superintendent.
 - 2.2. District employees are not permitted to act as an official spokesperson unless designated to do so by the Board Chair or Superintendent.
 - 2.3. If a public statement by the District and/or Board is required, the Communications Specialist will work with the District senior management and/or principals to establish the known facts of the situation, summarize the District's position, and will issue the statement.
3. Media inquiries
 - 3.1. All media inquiries pertaining to District schools, operations, or the Board are to be directed to the Superintendent, through the Communications Specialist. The District will respond to Media inquiries as quickly as possible.
 - 3.2. District employees contacted directly by media are to redirect the inquiry to the Communications Specialist. Where applicable, employees are to contact the Communications Specialist as soon as possible with pertinent details of the request or issue, to help expedite the response to Media.
 - 3.3. Principals are to notify the Communications Specialist if media arrive on school property. If support is required, it will be provided.

4. News releases

- 4.1. All news releases pertaining to District or school operations, programs, or students and Board matters will be prepared by the Communications Specialist, in partnership with principals as needed, and approved by the Superintendent and Board Chair prior to distribution.

5. Filming and Photography Guidelines

- 5.1. Media are not permitted to film, photograph or interview on District property without permission from the Superintendent.
- 5.2. Students under the age of 18 must have parental consent prior to being filmed, interviewed, or photographed on school property.
- 5.3. If media are filming, photographing or interviewing on school property without permission, staff may ask them to stop filming and direct them to the Communications Specialist.
- 5.4. If media interview, film, or photograph a student who's considered a minor off school property, District employees may wish to notify the parents; if they do not give consent, the parent can contact the media outlet directly.

6. Crisis/emergency Communications

During a crisis or emergency situation, the first priority of the school administration is to ensure the safety of students and staff. However, the District recognizes the need to provide timely, accurate information to parents, and knows that the media plays an important role in relaying this information. Therefore:

- 6.1. The Superintendent, and/or the Communications Specialist will assist the Principal by coordinating communication efforts, with a focus on known facts and required actions.
- 6.2. The Superintendent will serve as spokesperson, when required. This allows the Principal to concentrate on the needs of the school community

7. Freedom of Information and Protection of Privacy

- 7.1. The Board and District are committed to open and honest communication in all aspects of District operations and will provide information unless it falls within the restrictions of the Freedom of Information and Protection of Privacy legislation, or is considered confidential/sensitive information.
- 7.2. All students being photographed, filmed, or interviewed by a media outlet (for publication, broadcast and/or social media use) must have signed media consent form ([Form 151-1](#)). This also applies to any photos, videos, or personal information about a student being released to media by District and/or school staff (including, but not limited to, being identified in a news release).

Reference: Section 8, 20, 22, 65, 85, 177 School Act
Freedom of Information and Protection of Privacy Act

Adopted: September 26, 2017

Cowichan Valley School District
Administrative Procedures Manual

Administrative Procedure 152

AP 152 - RESOLVING PARENTAL CONCERNS

Background

The District is committed to the establishment of productive partnerships between parents and school staff members in support of student learning. School and District administrators are expected to work effectively with parents to respond to expressed concerns and to deal with complaints in a fair, just and timely manner.

The complaint process ensures that any individual's concern will be given respectful attention while upholding the integrity of the educational system. It provides clear procedures for the communication and resolution of any concern held by members of our educational community. The educational community includes parents, students, employees and members of the public.

Procedures

1. When a complaint arises, the parent is requested to speak first with the employee involved in an attempt to resolve the issue.
2. If satisfactory resolution to the concern is not achieved, the next step is to meet the employee's immediate supervisor.
3. If the parent is reluctant to speak first to the employee affected, the parent may contact a school or the appropriate District Office administrator to help resolve the issue.
 - 3.1 Advice and support will be given to ensure that the concerns of all parties are reviewed in an appropriate fashion.
 - 3.2 The parent will be informed that the employee will be advised of the parent's concern.
4. If the situation continues to be unresolved, the parent can raise the concern with an Associate Superintendent and, if unsatisfied with this response, the parent can appeal to the Superintendent.
5. Information regarding the investigation and resolution of complaints will only be disclosed in accordance with legislative requirements and collective agreements.
6. The District will not respond to anonymous complaints except in instances where there are allegations associated with child welfare issues or criminal activities.
7. Parents who wish to initiate a formal appeal are to be referred to [Board Policy 13 – Appeals Bylaw](#).

Reference: Sections 6, 11, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 22, 26, 85, 91 School Act
Appeals Regulation 24/08
Administrative Tribunals Act
Collective Agreement

Adopted: September 1, 2018

AP 153 - ADVERTISING, CANVASSING AND COMMERCIAL SOLICITATION

Background

Schools, as educational institutions with a "captive" clientele, must not become vehicles for the circulation of materials intended primarily for commercial gain, nor for exploitation of students and their families by commercial, political, religious, cultural or other non-school interests. In general, therefore, the promotion of sales or support by canvassing, advertising, or by other means, on the part of any person, firm or organization on school premises is not appropriate.

Canvassing, advertising, selling or offering to sell goods, services or merchandise to staff or students requires prior approval.

Procedures

1. Distribution of materials supplied by genuine, community-oriented organizations may be authorized by an Associate Superintendent, provided that they do not demand disruption of school time or routine, and provided that they do not contain religiously oriented or inflammatory material which might create unfavourable community reaction.
2. Limited and selected advertising may be permitted in school or District publications, provided that it meets standards of good taste and does not conflict with educational objectives.
3. Instructional materials furnished by private sources may be utilized when they are appropriate to the curriculum and when the advertising content is reasonable relative to the primary purpose of the materials.
4. Appropriate and discreet acknowledgement may be given to firms or organizations which are involved in a formal school-business partnership.
5. It is the responsibility of the Principal to ensure that school premises are not used to display, distribute, or otherwise advertise a product, service, or function on behalf of any person, business, or organization unless the Principal is satisfied that:
 - 5.1 The display of such material will not lead to the exploitation of the students;
 - 5.2 It does not imply endorsement by the school;
 - 5.3 The primary purpose is such that it will complement the education program;
and
 - 5.4 The claims in such materials are not false or misleading.

6. Requests for distribution involving a number of schools or the entire District are to be referred to an Associate Superintendent.
7. Parent newsletters are to include a disclaimer to the effect that the Board assumes no responsibility for editorial or advertising content and that the views expressed in this newsletter do not necessarily represent those of the District or its employees.

Reference: Sections 8, 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

Adopted: October 8, 1997

Amended: May 27, 1998; April 20, 2005; May 10, 2006; July 28, 2017; September 1, 2018

Administrative Procedure 154

AP 154 - POLITICAL ELECTIONEERING

Background

The political election process in British Columbia and Canada normally occurs every three to five (3 to 5) years. Schools are sometimes subject to solicitations from politicians and aspiring politicians.

Procedures

7. Campaigning in District schools by individual candidates or parties for municipal, school board, provincial, or federal elections is prohibited except that:
 - 7.1 Principals may organize all-candidate forums or assemblies for educational purposes, provided the attendance is by invitation and voluntary and all parties are given equal opportunity; and
 - 7.2 School space may be rented after hours by a candidate or party on a commercial use basis.
8. The posting or distribution of campaign materials associated with elections on lands or within buildings owned by the District is prohibited, except that campaign materials may be:
 - 8.1 Posted and distributed in that portion of a school rented for a campaign meeting or being used for an all-candidates forum; however, all political materials must be removed from school premises at the end of any such meeting;
 - 8.2 Used as classroom teaching resources on the condition that support for an individual candidate or political party is not solicited; and
 - 8.3 Posted regarding school board elections as directed by the Board.
9. Political campaign materials and political literature in general may not be distributed through the school or sent home to parents although it may be used directly with those students attending meetings described in section 1 above.
10. The Principal shall report to the Superintendent any unusual circumstances that may originate from these procedures.
11. The Superintendent may be requested to rule on extraordinary requests within the parameters of this Administrative Procedure. Any such occurrence will be reported to the Board as information.

Reference: Sections 17, 20, 22, 65, 85 School Act
Local Government Act

Administrative Procedure 155

AP 155 - EVENT PROTOCOL

Background

The Superintendent has been given the responsibility to ensure positive external and internal communications are developed and maintained. Proper protocol is to be followed for events organized by schools. The Superintendent is to be informed whenever elected officials or dignitaries are involved in District or school events.

The success of a District or school event depends largely on good planning, as well as having a defined agenda and purpose for the event. If the event is well planned protocols normally flow smoothly.

Protocols will vary from one situation to another, depending on who is involved in the particular event. Accordingly, in the planning for an event, the order of introductions and speakers must be given special attention.

Procedures

1. The Communications Specialist is also to be informed whenever elected officials or dignitaries are involved in District or school events.
2. When organizing a public event at which dignitaries are present, introduce the most senior dignitaries first:
 - 2.1 Members of the Senate representing British Columbia;
 - 2.2 First Nations Chief and Council and Elder Spokesperson
 - 2.3 MPs (cabinet members first);
 - 2.4 MLAs (cabinet members first);
 - 2.5 Board Chair and Vice-Chair;
 - 2.6 Mayor;
 - 2.7 Other trustees and civic councilors;
 - 2.8 Senior bureaucrats and heads of other organizations;
 - 2.9 Prominent community members.
3. When organizing an event within the District schools, the introductions will take place in the following order:
 - 3.1 School District Elder;

- 3.2 Board Chair;
 - 3.3 Vice-Chair;
 - 3.4 Trustees in attendance;
 - 3.5 Superintendent, Secretary-Treasurer, Associate Superintendents, Directors;
 - 3.6 Principal, Vice-Principal.
4. Recognition of the territory shall occur.
 5. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.
 6. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.
 7. Trustees are to be introduced at all times.
 8. Provision is to be made for trustees and other important guests to be greeted by staff or students.
 9. As audience members, dignitaries are to be provided with reserved seating in the front row.
 10. Invitations to trustees to attend a school event are to be directed only to the liaison trustee(s) by the Principal. The role and expectations are to be defined in the invitation. Provisions for parking are to be made for dignitaries and trustees. Trustees are to be notified at least two (2) weeks prior to the event.
 11. The Office of the Superintendent is to be contacted if a representative of senior staff is requested to attend a school event.
 12. The trustee invitation and District Office notice is to indicate who will serve as the Master of Ceremonies (MC).
 13. When no trustee is available to attend, the MC will be advised to express regrets on behalf of the Board.
 14. The Office of the Superintendent is to be contacted for further assistance.

Reference: Sections 20, 22, 65, 85 School Act
Provincial Government Protocol
Federal Government Protocol

Adopted: September 1, 2018
Amended: November 26, 2019, November 26, 2024

AP 156 - VISIT PROTOCOL

Background

The Superintendent has been given the responsibility to ensure positive internal and external communications are developed and maintained. Proper protocol is to be followed for visits that occur within the District.

Procedures

1. Royal and Other Dignitary Visits
 - 1.1 While rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or British Columbia's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; Chiefs and Council or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of British Columbia takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of British Columbia. The Superintendent must be contacted in these instances.
 - 1.2 In these circumstances, local event organizers shall ensure trustees are properly recognized and included in the event whenever possible.
2. Special Visits
 - 2.1 The District, in recognizing its responsibilities to share educational experiences, welcomes visitors to the school system.
 - 2.2 Visits to schools by persons from outside the school system shall be arranged by such officials as the Superintendent may appoint. Such visits will be arranged in consultation with the principals and teachers concerned.
 - 2.3 The Superintendent will extend to visitors, at District expense, such courtesies as s/he may deem desirable.
3. General Visits
 - 3.1 All visitors to a school are to make their presence known to the Principal or designate.
 - 3.2 Signs indicating this expectation, and the direction to the school office, are to be posted at each unlocked entrance, and at other visible points in the school.
 - 3.3 The Principal determines right of access to the school. Principals may have to restrict or refuse permission for an individual or group to visit the school.

Reference: Sections 20, 22, 65, 85, 177 School Act
Provincial Government Protocol
Federal Government Protocol

Adopted: September 1, 2018

Administrative Procedure 157

AP 157 - FLAG PROTOCOL

Background

Principals and appropriate District Office personnel shall ensure that the Canadian flag and the British Columbia flag are displayed at schools and other District facilities.

Procedures

1. General
 - 1.1 The Canadian and British Columbia flags shall be displayed at all schools while in session.
 - 1.2 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the maintenance department for proper disposal.
2. The Principal shall:
 - 2.1 Purchase flags, as required, for display within the school.
 - 2.2 Display the Canadian and British Columbia Flags in accordance with this procedure. Principals may display flags in other areas within the school at his/her discretion.
3. Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.
4. For any death related, or special events not noted in item 6, the BC Half-Masting Protocol will be applicable. Refer to the document in item 7 for more information.
5. Direction on any half-masting at the discretion of the District, will come from the District with specific instructions.
6. Key Dates Flags shall be flown at half-mast:
 - 6.1 On April 28, Workers' Mourning Day;
 - 6.2 On June 23, National Day of Remembrance for Victims of Terrorism;
 - 6.3 Second Sunday in September – Firefighters' National Memorial Day;
 - 6.4 On the last Sunday in September, Police and Peace Officers' National Memorial Day;
 - 6.5 The week of September 30, National Day of Truth and Reconciliation: District approved half-masting for the week that September 30th falls within;
 - 6.6 On November 11, Remembrance Day - Flag lowered to half mast at 11 a.m.;
 - 6.7 On December 6, National Day of Remembrance and Action on Violence Against Women;

7. Current BC Half-masting Protocols can be found at:
<https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/office-of-the-premier/intergovernmental-relations-secretariat/protocol/flag/bc-half-masting-policy.pdf>

Reference: Sections 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: October 8, 1997

Amended: November 1, 2016; September 1, 2018; January 25, 2022

Administrative Procedure 158

AP 158 - CORPORATE IDENTITY

Background

The Cowichan Valley School District brand is not just a logo and wordmark. Along with the strategic plan, the brand carefully and thoughtfully communicates to the Cowichan Valley School District communities who the District is and what the District stands for. The artwork in the logo allows us to see ourselves as part of something larger than the District. A strong brand identity helps to build staff and partner group loyalty to the organization as the District's logo is something to be proud to be associated with.

The image of the canoe and the four paddlers depicts the variety of journeys the District is on collectively, as individuals, and as a community. The District needs to be on the same canoe, paddling in the same way, to be successful in these journeys.

The inspiration from the logo came directly from our community, staff, and students. The plan was created after the largest strategic plan engagement of staff and community that the Board of Education has ever undertaken. That engagement gathered the voices of all of the District's communities, and those voices shaped the creation of the plan and the formation of this logo.

The logo provides consistency across the District and in the way that we communicate about ourselves. The Brand Standards guide determines the appropriate uses for our logo.

Consistency in branding creates a sense of professionalism in our organization and that, in turn, allows our communities to view us as a trustworthy organization. Consistency is necessary in all forms of District communication including print and digital communications, social media, web-based communications, advertising, promotional materials, and building/vehicle signage.

Procedures

1. All representations of the District's corporate identity in any internal or external communications resource must follow the District's approved Brand Standards (Appendix).
2. The Director of Communications is responsible for the District's Brand Standards (Appendix). Staff are, at all times, required to follow this document for use of any logo.
3. The Director of Communication will assist Managers and Principals in determining best use of the logo by staff or third-party organizations.
4. Various types of clothing or other items may be acquired by the District in order to promote its image. These items may be provided as gifts or may be available for resale.

Adopted: September 1, 2018
Amended: May 2, 2023

AP 159 - DISTRICT HERITAGE

Background

The District recognizes the educational, cultural and social value of preserving records, artifacts and other memorabilia related to the District's history and heritage. The District supports the retention and preservation of artifacts and archival records that document the heritage of education in the District and supports partnerships with community groups that are able to assist in the collection and preservation of items connected to the history of the District.

Procedures

1. To preserve the educational history and heritage of the District:
 - 1.1 The District will encourage the compilation, collection, restoration and preservation of significant records, major reports, textbooks, school and classroom furnishings and objects and any other item that has relevance to education in the District since schools were first established in 1863.
 - 1.2 Following the closure of a school, efforts will be made to transfer all public and historical records to a secure site.
 - 1.3 The District will endeavor to provide assistance in kind or in services to the Cowichan Valley Schools Heritage Society at no cost to the District.

Reference: Section 20, 22, 65, 85 School Act

Adopted: June 16, 2010

Amended: September 1, 2018

AP 160 - HEALTH AND SAFETY OF STUDENTS AND STAFF

Background

The District is committed to providing a safe and healthy study and work environment for its students, staff members, volunteers and the general public.

The personal health and safety of each employee of the District is of primary importance. The District is committed to a health and safety management system that protects our workers, volunteers, contractors and the general public who enter our property.

The development and maintenance of a safe and healthy work environment is a shared responsibility. Employees at every level are responsible and accountable for the District's health and safety performance. Active participation by everyone, every day, in every job is necessary for the health and safety excellence that the District expects. The District believes that a healthy, safe work place can be achieved by working together.

Safety education is integrated in all areas of District work and with all disciplines.

Procedures

1. The District recognizes the necessity for a planned safety program to ensure a safe environment for all personnel and students. Therefore, the Superintendent or designate will develop and implement a safety program which will include:
 - 1.1 Compliance with all provincial and federal laws, rules, and regulations;
 - 1.2 Provisions for safety instruction; school facility safety; safety in transportation and traffic control;
 - 1.3 Communications among staff, student, parent, community officials, and the media; and designated safety personnel.
2. Under the Occupational Health and Safety Regulation, all staff members have the responsibility to ensure the health and safety of students, themselves and their colleagues.
 - 2.1 All District administrators, staff and contractors shall comply with Occupational Health and Safety legislation.
 - 2.2 All District personnel and contractors shall comply with Workplace Hazardous Materials Information System (WHMIS) standards.
 - 2.3 All students in laboratory courses shall have a safety training session.

3. Principals and supervisors shall:
 - 3.1 Be familiar with WHMIS;
 - 3.2 Ensure that the school's (or department's) copy of the WHMIS binder is kept current.
 - 3.3 Review WHMIS requirements with their staffs each September;
 - 3.4 Ensure that yearly inventories of chemicals are conducted; and
 - 3.5 Ensure that Safety Data Sheet (M.S.D.S) sheets are current.
4. Appropriate staff shall participate in WHMIS information programs provided by the District.
5. Principals and supervisors with questions regarding WHMIS are to contact the Secretary-Treasurer. Other District staff with questions regarding WHMIS are to contact their Principal or Supervisor.
6. It will be the responsibility of the Health & Safety Manager to:
 - 6.1 Develop a program of WHMIS education for staff;
 - 6.2 Arrange for implementation of WHMIS programs;
 - 6.3 Keep all principals and supervisors updated with materials to keep WHMIS binders current; and
 - 6.4 Maintain an up-to-date Occupational Health and Safety Manual.
7. Certification in the transportation of dangerous goods shall be a condition of employment for those employees as determined by the Secretary-Treasurer.
8. Only certified personnel will handle or transport goods identified as dangerous goods.
9. Dangerous goods not properly labeled, placarded or documented will not be handled or transported.
10. Each Principal shall develop procedures that prescribe the rules of safe operation of all laboratories within the school. Such procedures shall address:
 - 10.1 Safe and secure storage, annual checking, and disposal, where needed, of chemicals;
 - 10.2 WHMIS labeling of all chemicals;
 - 10.3 Safe and secure storage and use of laboratory equipment;
 - 10.4 Safe use of natural gas and security when gas is not in use;
 - 10.5 Appropriate teacher supervision of students in all laboratory activities;
 - 10.6 The training of staff in the use and maintenance of safety equipment, and the use and hazards of any equipment or chemicals they may use as well as the safety requirements of any procedure or activity they may use;

- 10.7 The training of students in any safety procedures relevant to the work they are doing; and
 - 10.8 Any other measures required to ensure the safety of students and staff in any school laboratory.
11. The development and implementation of safety and accident prevention programs is mandatory in order to develop a learning and working environment that promotes health and safety. The District will:
 - 11.1 Provide the education and tools required so all employees are aware of their responsibilities and duties under the Occupational Health and Safety Regulation.
 - 11.2 Ensure that there is a Joint Workplace Health and Safety Committee with representation from all areas of the District to review Occupational Health and Safety issues and incidents, and provide recommendations.
 12. The provision of instruction and training to students and staff is essential in order to encourage safe working practices and to ensure appropriate response in the event of an accident.
 - 12.1 In order to ensure that there are staff members proficient in administering First Aid, the District encourages staff members to take a standard First Aid course.
 - 12.2 Upon approval and the successful completion of a standard First Aid Course, the school/site will reimburse the staff member's registration fee.
 - 12.3 Any staff member covered by worker's compensation who is injured while carrying out his/her duties to the District shall, within the specified time, fill out any forms required under Worker's Compensation.
 - 12.4 Any staff member not covered under Worker's Compensation shall report to their immediate supervisor any injury caused by an accident while carrying out their duties to the District. The supervisor shall report such accident injury to the Superintendent.
 - 12.5 The application of Universal Precautions, meaning the application of strategies for isolation precautions to prevent the spread of blood-borne infections by applying Blood and Body Fluid precautions universally to all persons regardless of their presumed infection status, is mandatory for all staff members.
 - 12.6 Universal Precautions in a school setting shall apply to isolation of all moist and potentially infectious body substances (blood, feces, urine, sputum, saliva, wound drainage, and other body fluids) from all persons regardless of their presumed infection status through the use of protective gloves.
 - 12.7 Staff members shall put on clean protective gloves just before contact with mucous membranes, non-intact skin and for anticipated contact with moist body substances. Protective gloves are to be removed promptly after use, before handling non-contaminated items or environmental surfaces. Hands are to be washed immediately to avoid transfer of micro-organisms to others or environments.

- 12.8 The Principal or District Office administrator shall ensure that an adequate supply of protective gloves is available to all staff members and that all staff members have knowledge of storage locations and easy access to the protective gloves.
- 12.9 Principals shall ensure that procedures are developed for the application of Universal Precautions in the school environment.

Reference: Sections 17, 20, 22, 65, 85 School Act
Health Act
Safety Standards Act
Workers' Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Regulation

Adopted: October 8, 1997
Amended: June 20, 2001; September 1, 2018

Administrative Procedure 160 Appendix A

AP 160 - APPENDIX A - UNIVERSAL PRECAUTIONS

Background

Hygienic practices are required to minimize the risk of transmission of infectious diseases following contact with blood or other body fluids.

Procedures

1. Use dressings and tissues to minimize direct contact with blood, other body fluids and wounds. Whenever possible, protective disposable gloves shall be worn.
2. When cleaning up body fluids, protective disposable plastic gloves shall be worn.
3. If any part of the skin comes in contact with body fluids, it shall immediately be washed with a disinfectant or hot, soapy water.
4. Exposure of open skin lesions and eye and mouth areas to body fluids shall be avoided.
5. Appropriate disinfectants shall be used in cleaning body fluids from floors, walls, and clothing. Island Health Authority can be contacted if there is doubt as to which disinfectants or cleansers are to be used.
6. The person doing the cleaning is to use disposable materials such as paper towels, if at all possible. If a mop is used, it shall be rinsed in disinfectant.
7. All disposable articles soiled with body fluids (e.g. paper towels) shall be placed in a plastic container, which shall be sealed and disposed of immediately.
8. Non-disposable articles, such as clothing and linens visibly soiled with blood or other body fluids, are to be rinsed in cold water and then machine-washed in hot water with ordinary household laundry detergent, including bleach (or dry cleaned). The person who is rinsing the clothes is to wear necessary protective coverings.

Reference: Sections 17, 20, 22, 65, 85 School Act
Health Act
Safety Standards Act
Workers' Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Regulation

Adopted: September 1, 2018

Administrative Procedure 160 Appendix B

AP 160 - APPENDIX B - USE OF SCENTED PRODUCTS

Background

The District recognizes that health concerns may arise from exposure to scented products. To assist with the right of employees and students to work in a safe and healthy environment, a scent-free environment is to be provided.

Procedures

1. Employees and students shall refrain from using scented products when a known condition exists with the sensitivity to these products.
2. Employees and students will be made aware of the effects of scented products on other persons through signs posted in buildings, the scent-free guidelines, and promotional materials, and will receive orientation and training.
3. Staff affected by scented products shall complete an incident report ([Form 6A](#)) only after reasonable attempts to resolve the issue have taken place. The concern may be discussed at the site safety meeting or with the site safety representative with a view to resolve.

Reference: Sections 17, 20, 22, 65, 85 School Act
Health Act
Safety Standards Act
Workers' Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Regulation

Adopted: September 1, 2018

AP 161 - COMMUNICABLE DISEASES

Background

The existence of numerous communicable diseases, including Acquired Immune Deficiency Syndrome (AIDS) requires Districts to establish procedures with regard to the management of infected students and staff. Such procedures reflect both the preservation of the public interest as well as the protection of individual rights and freedoms.

The District will respect the rights of students and staff infected with communicable diseases within an environment that protects the health and safety of all students and staff.

Procedures

1. Normally, students with communicable diseases will be dealt with in accordance with the provisions of the Health Act.
2. Children with a communicable disease have the right to attend school programs in an unrestricted setting unless, in the opinion of the local Medical Health Officer, special circumstances dictate otherwise.
3. The right of infected students to privacy will be respected by staff, including the confidentiality of records.
4. Information about communicable diseases will be provided to students as part of the regular instructional program.
5. Employees infected with communicable diseases shall be allowed to continue normal duties unless:
 - 5.1. In the opinion of the local Medical Health Officer, special circumstances dictate otherwise; or
 - 5.2. The job of the employee requires that the employee be free from any communicable diseases.
6. The right of infected employees to privacy will be respected and their identity will remain confidential.
7. Employees who are unable to continue their duties as a result of having a communicable disease shall have full access to sick leave, long term disability and other medical benefits provided for by the various collective agreements and benefit plans.

9. Procedures for dealing with employees who may be exposed to HIV (AIDS virus) will be consistent with Occupational Health and Safety requirements as outlined in Appendix A.
10. In the event that an employee indicates that they have been infected with a communicable disease, the supervisor shall immediately contact the Superintendent to review procedures to be followed.
11. If, in the opinion of the attending physician, an infected employee is no longer capable of working, the matter will be dealt with in the same way as other illnesses that impair an employee's capacity to work.
12. In all cases, the confidentiality of the persons affected by the disease shall be reserved for those who need to know on the basis of providing appropriate programs or services for the persons affected.

For more information, please see ["A Quick Guide to Common Childhood Diseases"](#) published by the Ministry of Health.

Reference: Sections 17, 20, 22, 65, 85, 89, 90, 91 School Act
Health Act
Safety Standards Act
Workers' Compensation Act
Communicable Diseases Regulation
Occupational Health and Safety Regulation
A Quick Guide to Common Childhood Diseases

Adopted: September 1, 2018

AP 162 - SMOKE AND VAPOUR FREE ENVIRONMENT

Background

The District strives to promote and safeguard, through all reasonable means, the physical, emotional and mental health of District students and employees.

The District is committed to providing healthy smoke- and electronic smoking products-free learning and working environments for all students and employees.

Procedures

1. Principals shall make students, staff (including non-teaching) and parents aware of this Administrative Procedure at the beginning of each school year. This is to be placed in each school's September newsletter.
2. "NO SMOKING OR VAPING" signs shall be prominently displayed in all buildings and on grounds.
3. The Director of Operations shall inform all support employees in the Facilities, Maintenance, Grounds and Transportation departments of this Administrative Procedure at the beginning of each school year.
4. Designated school smoking areas are prohibited.
5. School property includes District-owned vehicles that are used for the purposes of delivering education programs, for transportation or used by the Maintenance Department.
6. This Administrative Procedure also applies to all user groups on school property. This must be conveyed to the user groups when applying for rental of facilities or grounds.
7. Early learning and adult learning centers are also covered under this Administrative Procedure.
8. There is an exception for ceremonial use of tobacco that is performed in relation to a traditional Indigenous cultural activity.
9. It is an offence to violate the smoking and vaping ban. Not only the smoker, but also the Board, the Superintendent and the Principal may be charged. They can defend a charge by showing that they exercised "due diligence" to prevent the contravention.

Reference: Sections 6, 17, 20, 22, 26, 65, 85 School Act
Tobacco Damages and Health Care Costs Act
School Regulation 265/89
Tobacco and Vapour Products Control Act

Adopted: October 8, 1997

Amended: June 20, 2007; April 30, 2014; September 1, 2018

Administrative Procedure 162 – Appendix

AP 162 - APPENDIX - SMUDGING / PIPE CEREMONIES

Background

The District recognizes the spiritual needs of the Indigenous community. The District recognizes that smudging and the use of herbs and tobacco are a part of the Indigenous traditional way of life and are, therefore, permitted in District schools, subject to proper safety measures.

Definition

Smudging is an Indigenous tradition which involves the burning of sage, sweetgrass and/or cedar. Smudge produces a distinct odour, but the smoke associated with it is minimal and lasts a very short time. A smudge is burned to cleanse the body, mind, spirit of any bad feelings, negative thoughts, or negative energy - cleansing both physically and spiritually.

Procedures

1. If smudging is to take place in a District building, principals/supervisors must ensure staff understand the associated protocols and importance of smudging and pipe ceremonies as part of the Indigenous traditional way of life.
2. If smudging is to take place in a District building it will be in a designated area.
3. Any areas designated as smudging areas are to be in a well-ventilated area and approved by the Director of Operations.
4. Designated smudging areas must contain a fully charged fire extinguisher.
5. Staff responsible must be instructed on the use of fire extinguishers.
6. When smudging ceremonies are completed the materials must be fully extinguished and disposed of in an appropriate manner.
 - 6.1 Smoking or warm smudging materials need to burn out on their own.
 - 6.2 Smudge remnants and matches are to be placed in a tin can and saved.
 - 6.3 Smudge remnants are never to be placed in trash receptacle.
7. Tobacco is used in pipe ceremonies and only by a pipe carrier.

Reference: Sections 6, 17, 20, 22, 26, 65, 85 School Act
Tobacco Damages and Health Care Costs Act
School Regulation 265/89
Truth and Reconciliation Commission Report Calls to Action

AP 163 - LIQUOR FREE SCHOOLS AND SCHOOL GROUNDS

Background

While the District recognizes that the use of alcohol by persons 19 years of age or older is legal in this province, it remains very concerned about the societal costs of the abuse of this substance, and it is concerned by the influence which the substance has on the lives of children and adolescents. The District thus feels that it is not serving its students well to appear to be condoning or supporting the use of alcohol in its schools or school grounds, whether that use be by adults or others.

Procedures

1. The serving of alcohol is not approved by the District in schools or on school grounds. Requests to use schools and/or grounds for social purposes may be approved in accordance with normal procedures only if the serving of alcohol is not involved.
2. To assist students to realize that alcohol is neither a healthy nor necessary part of social activities, requests for the rental of space within schools or school grounds shall be refused if the activities in that space will involve the serving of alcohol.

Reference: Sections 6, 17, 20, 22, 26, 65, 76, 85 School Act
School Regulation 265/89

Adopted: October 8, 1997
Amended: January 24, 2000, September 1, 2018

Administrative Procedure 164

AP 164 - FOOD AND NUTRITION

Background

The District is committed to creating educational environments that are conducive to learning and support students in their cognitive, social, self and career development. The District acknowledges that healthy children learn better and that schools can directly influence students' health. The District also recognizes the importance of addressing food and nutrition issues in District schools.

Procedures

1. The District supports a multi-pronged approach to addressing food and nutrition issues. This approach includes school nourishment programs, food and nutrition education, food safety.
 - 1.1 The District supports the need for school nourishment programs. Breakfast, lunch and snack programs at District schools ensure that students across the District in need of nourishment programs arrive at class ready to learn. It is recognized by the District that there is a need to maintain and expand these programs, and it encourages the development of partnerships that involve community, local business, and funders to make this happen.
 - 1.2 The District also supports the integration of food and nutrition education into curriculum across all grade levels, and the development and/or usage of educational resources that will create opportunities for staff, students, and school communities to become more knowledgeable about food and nutrition issues. Included within this focus is the development of life skills such as cooking and budgeting and environmental awareness through an understanding of agriculture and food issues.
 - 1.3 The District also recognizes the need to be aware of, and comply with, issues concerning the operation of food services as per the food safety standards laid out by Island Health Authority and/or the *Health Act*.
 - 1.4 The District is committed to ensuring that all District schools will strive to meet the [Guidelines for Food and Beverage Sales in BC Schools](#) developed by the Ministry of Education and Child Care and the Ministry of Health. These guidelines apply to school nourishment programs, food events at District schools, and vending machine or other food sales throughout the District.

Reference: Sections 17, 20, 22, 65, 85 School Act
Health Act
School Regulation 265/89
Canada Food Guide for Healthy Choices Guidelines
Guidelines for Food and Beverage Sales in B.C. Schools
Daily Physical Activity Kindergarten to Grade 12

Adopted: February 20, 2008

Administrative Procedure 165

AP 165 - COPING WITH EMERGENCIES

Background

The District believes that it has a responsibility to ensure that plans and procedures are in place to cope with emergency situations.

Procedures

1. The Superintendent, or designate, shall ensure that District procedures are developed to cope with emergencies and that principals and managers/administrators in charge of each building develop emergency plans for their own building in conjunction with the Health and Safety Manager and the Safe School Coordinator.
2. All District staff will be made aware of these procedures. The procedure will be reviewed and revised from time to time, as circumstances warrant.
3. There are many kinds of situations that could endanger the lives of students and others in school including: fire, bomb threats, and natural disasters. Because no two instances are identical, emergency plans must anticipate a variety of situations and conditions that will differ from building to building. For this reason, administrators in charge of each building will be responsible for developing emergency plans for their building. Such plans and procedures are to address:
 - 3.1 Assessment of Dangers and Requirements
 - 3.1.1 Inspection of facilities in order to identify and improve those features that may prove to be problematic in the event of various types of emergencies.
 - 3.1.2 The identification of other potential hazards and problems which might arise within the building, on the site, or in the community in the event of a disaster.
 - 3.1.3 The determination of needs such as emergency supplies, access for emergency vehicles, sources of assistance and evacuation routes.
 - 3.2 Drills
 - 3.2.1 Staff and student preparedness through discussions, demonstrations and exercises designed to ensure that they react promptly and appropriately in emergency situations.

3.3 Response Procedures

- 3.3.1 Establishment of priorities, procedures, roles and responsibilities in the event emergency situations arise. These would include plans for the evacuation and security of facilities, the care and custody of students, communication with parents and others and any other matters appropriate for the safety of students, staff and the public.
- 3.3.2 In developing and carrying out emergency plans, concern for human life and safety must prevail over concern for property:
 - 3.3.2.1 The first priority shall be given to the safety of students;
 - 3.3.2.2 Second priority shall be given to the safety of staff and other occupants of the building;
 - 3.3.2.3 After all necessary steps for the preservation of life have been taken; the next priority shall be the security and safekeeping of school property.
- 3.3.3 The emphasis must always be placed on prevention and forethought; not merely on procedures for coping with emergencies as they actually occur.

3.4 Order of Authority

- 3.4.1 Administrative officers (i.e., Principal and Vice-Principal), teachers and support staff are responsible to make decisions and follow such courses of action as deemed appropriate for the protection of students and the maintenance of order.
- 3.4.2 The order of authority under this authorization is as follows:
 - 3.4.2.1 Principal, and in the event of the Principal's absence, a
 - 3.4.2.2 Vice-Principal, Senior Teacher or Head Teacher and, in the event of their absence, a
 - 3.4.2.3 Teacher, and in the event of their absence, a
 - 3.4.2.4 Support staff member.

4. Procedures for dealing with emergencies are outlined in the Emergency Procedures Manual.

Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89
School Earthquake Safety Guidebook

Adopted: March 25, 1998
Amended: April 17, 2002; September 1, 2018

AP 166 - VIOLENCE THREAT RISK ASSESSMENT

A Violence Threat Risk Assessment is a process of determining if a threat maker actually poses a risk to the target(s) being threatened. The School Threat Assessment Team will initiate a Violence Threat Risk Assessment (VTRA) Screening *when a student makes a threat, of if there is a concern that a student may be about to act out violently or has acted out violently.*

Information is to be shared amongst all staff members of the School Threat Assessment Team, as this is essential to the effectiveness of the VTRA and to the development of an Intervention Plan. The School Threat Assessment Team may consist of:

- Principal
- Vice-Principal
- Counsellor
- Resource Teachers
- School Liaison Officer/RCMP

This VTRA will guide the inquiry, document concerns, and help develop an Intervention Plan to maximize student safety. The VTRA process is outlined in the VTRA Protocol. Contact District Threat Assessment Team as necessary for guidance.

- Assistant Superintendent/Safe School Coordinator
- District Principal of Student Services
- School Liaison Officer/RCMP

Consultation may also occur with:

- Ministry of Education and Child Care
- Safe Schools
- CVPVPA team members
- Child and Youth Mental Health Team Leader
- Ministry of Child and Family Development, Child Protections Services Social Worker
- Kwumut Lelum (MCFD Aboriginal services)
- Lalum'utul' Sumun'eem (MCFD Aboriginal Services – Cowichan Tribes Specific)
- Probations/Youth Services Officer
- Medical Health Officer

Procedure

1. Each school will identify a school-based Threat Assessment Team (TAT).
 - 1.1 This team typically consists of the administrative team as well as a school counselor and is the first responder to critical incidents within the school.
2. If it is determined the incident will have an impact on the entire school and/or community or the incident is deemed "Medium to High risk" the School will connect with the District Threat Assessment Team (DTAT).
3. As with any critical incident within your school, the Assistant Superintendent will be notified.

4. The School Threat Assessment team will follow the *Responding to Student Threat Making Behaviour* guide.

Roles and Responsibilities

5. School principal or designate will:
 - 5.1 Be the School TAT leader;
 - 5.2 Call and coordinate the School TAT and inform their Assistant Superintendent;
 - 5.3 Be responsible for the completion of the Stage 1 VTRA Report Form;
 - 5.4 Data collection and immediate risk reducing intervention within 24 hours;
 - 5.5 Contact the Assistant Superintendent to discuss possible activation of the DTAT;
 - 5.6 Follow up and coordinate intervention plans developed by the team;
 - 5.7 Communicate appropriate school staff of the completion of the VTRA process and send the completed document to district office;
 - 5.8 Flag the student's file that VTRA was completed. (*Violence Threat Assessment Notification Form – dot?*)
 - 5.9 Keep a copy of the Stage 1 VTRA report which includes the assessment and intervention plan in a secure location.
6. School Threat Assessment Team (TAT) will:
 - 6.1 Assist in data gathering as assigned by the principal;
 - 6.2 Assist the principal in Steps 6 – 10 of the Stage 1 VTRA report form
 - 6.3 Be available for consultation on general issues regarding violence threat risk assessment procedures relating to mental health;
 - 6.4 Assist in developing plans or other interventions (i.e. behaviour plans, safety plans), and in facilitating access to programs or resources to reduce the risk of violence and respond to the student's educational needs if consent has been obtained;
 - 6.5 Help families obtain needed assistance.
 - 6.6 Develop a communication plan for staff and parents as needed
7. District Threat Assessment Team (DTAT) will:
 - 7.1 Consult with the principal and school TAT.
 - 7.2 Assist when asked in completing the Stage 1 VTRA report form questions Steps 1-11
 - 7.3 Contact community partners, as required, to facilitate consultations, and conduct interviews except in criminal investigations;

- 7.4 Develop a communication plan to inform Parents, Board, CVPVP, CVTF and CUPE executive, if the VTRA is a “high” and proceeding to level 2;
 - 7.5 Follow-up on recommended intervention plans as outlined in Step 11
8. School Liaison Officer (SLO)/Investigating RCMP Officer will:
- 8.1 Be involved in school TAT as necessary;
 - 8.2 Investigate and determine whether a crime has been committed and if charges are appropriate or warranted;
 - 8.3 Conduct an RCMP investigation;
 - 8.4 Generate an RCMP occurrence report;
 - 8.5 Interview the threat maker and witnesses when a criminal offence has occurred.
9. Community Partners will, when appropriate:
- 9.1 Have a relevant staff member participate in the DTAT;
 - 9.2 Participate in completion of the Stage 1 VTRA report form;
 - 9.3 Participate in a review of school TAT findings; and
 - 9.4 Participate in developing any recommended intervention plans as outlined in Step 11.

Reference:
Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Violence Threat Risk Assessment Protocol (VTRA) SD79

Adopted: September 1, 2018

Responding to Student Threat Making Behaviour: A School Guide

Any person who is concerned with any behaviours that may pose a risk or a threat to others will report this to the school principal /designate.

Worrisome Behaviours	High Risk Behaviours	Immediate Threat – Call 911
<p>Include but are not limited to:</p> <ul style="list-style-type: none"> • Violent content • Drawings and pictures • Stories, journals, vague threatening statements • Unusual interest in fire • Significant change in anti-social behaviour • Significant change in baseline behaviour 	<p>Include but are not limited to:</p> <ul style="list-style-type: none"> • Possession of weapon/replica • Bomb threat plan • Verbal or written threat to kill or injure • Internet website threats to kill or injure self or others • Fire setting • Threatens violence • Hate motivated violence targeting a particular student or group 	<p>Include but are not limited to:</p> <ul style="list-style-type: none"> • Weapon in possession that poses a serious threat to others • Plan for serious assault • Homicidal or suicidal behaviour that threatens safety • Fire setting resulting in harm
<p>Does not typically lead to activating the protocol but because it is a cry for help it does involve timely follow-up with the student, his/her teachers, the school counsellor and the student's parent/guardians/caregivers.</p>	<p>Activate protocol when safe to do so. Complete Stage 1.</p>	<p>Activate protocol when safe to do so. Complete Stage 1.</p>
<p>Principal informed and school based intervention plan implemented.</p>	<p>Principal of school that the student is registered at, is informed and a decision is made to activate the protocol.</p>	
	<p>Stage 1 – School Based - Data collection immediate risk reducing intervention is completed within hours.</p>	
	<p>School Threat Assessment Team (TAT) Principal (lead), counsellor and RCMP Gather data, conduct interviews as required and determine level of risk.</p>	
	<p>If activated by TAT, the associate superintendent or designate with responsibility for VTRA, proceed to Stage 2.</p>	
	<p>Stage 2 – District Based - Comprehensive multidisciplinary risk evaluation is completed as soon as possible CTAT – School TAT, Associate Superintendent (lead), RCMP and community partners. Conduct interviews as required Meet with appropriate protocol partners and complete Stage 2 School/Family/Community Intervention Plan Form.</p>	
	<p>Stage 3 – Multidisciplinary intervention CTAT – School TAT, Associate superintendent or designate with responsibility for VTRA (lead), RCMP and community partners.</p>	

*Adapted from Nanaimo School District

AP 167 - PANDEMIC RESPONSE

Background

The District, in cooperation with the provincial government and Vancouver Island Health Authority, supports efforts to minimize a pandemic and its disruption to the operational activities of the District. Administrators and staff are expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff and facilities.

Procedures

1. In the event that Island Health Authority identifies evidence of a significant influenza outbreak in the region, the Superintendent has the authority to make final decisions regarding crisis response. When a state of emergency is declared by a Ministry of the Government, the particular Ministry will have such authority.
2. The Superintendent will communicate a standard set of response protocols for dealing with a pandemic to ensure that members of administration and staffs are familiar with roles and processes in the event of an outbreak.
3. In accordance with directives emanating from federal and provincial authorities and the consequent circumstances that may prevail, the Superintendent may temporarily suspend the District's current practices and operating guidelines.

Reference: Sections 17, 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: September 1, 2018

AP 168 - CEDAR CLEANSING/BRUSHING CEREMONIES

Background

The District recognizes the traditions of the local Indigenous community. The District recognizes that cedar brushing and the use of cedar and water are a part of the Indigenous traditional way of life and are therefore permitted in District schools and buildings, subject to proper safety measures.

Definition

Cleansing/brushing is an Indigenous tradition which involves using cedar and water. Cleansing/brushing would have the natural odor of the cedar branches and may linger for a short time. Cedar brushing is used to cleanse the body, mind, spirit of any bad feelings, negative thoughts, or negative energy – cleansing both physically and spiritually.

Procedures

Ceremony to cleanse the building/space:

1. This ceremony is to be led by an Indigenous community member trained in protocols and approved by Indigenous Education.
2. Principals/supervisors must contact and work with the lead of Indigenous Education to ensure everyone involved understands the associated protocols and importance of cleansing and brushing ceremonies as part of the Indigenous traditional way of life.
3. District Personnel will be informed according to the organization chart.
4. When cleansing ceremonies are completed, if possible, the cedar branches are to be left on the floor for the day. Every effort should be made to ensure staff and students are aware that particles of cedar and water may be on the floor.

Ceremony for people:

1. Cleansing and brushing ceremonies may include brushing off people (voluntary). Those principals/supervisors must ensure staff and those involved are aware of protocols.

Reference: Truth and Reconciliation Commission Report Calls to Action
United Nations Declaration Rights of Indigenous People
Articles: 7, 12, 13 and 14 in particular

Adopted: May 2, 2023

Administrative Procedure 169

AP 169 – IDENTITY, BELONGING AND CONNECTION

Goal:

The goal of this Administrative Procedure is to create a positive and inclusive learning environment where all students, staff, families, and guests, especially those currently and historically marginalized, feel they can bring their authentic selves, feel safe, be included, welcomed, accepted, and experience a sense of belonging and connection to others.

Background:

This Administrative Procedure was built to support the work of Policy 25 - Identity, Belonging and Connection. The Policy was a result of the Board of Education's Ad-Hoc Anti-Racism Committee (2022). A sub-committee included representation from Indigenous Leadership students, union leadership, the District Sul'hween (Elder), District Indigenous Education Staff, and a local community member. The sub-committee included members who self-identified as Indigenous and people of colour.

Definitions:

Identity, Belonging, and Connection were chosen to frame this work as these concepts complement the First Peoples Principles of Learning in that learning supports the self (me), the family (we) and the community.

Identity: The multiple facets of a person's whole self. Identity can be something seen and shown externally as well as aspects that are kept to oneself. Identity is the internal understanding of the various aspects of yourself.

Belonging: The relationships that make us feel whole within a group. Belonging requires a place of safety, where individuals can bring their whole identities to the group. Belonging is the internal structure of a group and focuses on the interactions of those who are part of the group. Belonging to a group makes members feel loved, happy, and safe and is a place where the various needs of the individuals are accepted and respected.

Connection: The way in which a group bridges to others by connecting through common interests and themes. Connection is the external focus of a group and uses its influence to expand, welcome, and intentionally join or include other groups in community.

Procedure:

In order to create a school community that respects and fosters Identity, Belonging and Connection, the following is required:

Identity:

1. Create the conditions, environments, and behaviours that respect each individual and the sum and totalities of their identities.
2. Honour and acknowledge differences in, and not limited to, race, ethnicity, culture, language, gender identity/expression, sexual orientation, religion, (dis)ability, physical attributes, and/or socioeconomic status.
3. Celebrate the ability to be one's authentic self in age-appropriate ways.
4. Accept, with compassion, the depth and breadth of the individual identities that students, staff, family, or community members may hold.

Examples of supporting Identity:

5. Create physical, emotional, electronic, or other spaces where individuals feel safe and comfortable being their authentic selves.
6. Nurture trusting and individual relationships with students, staff, families, or community members.

Belonging:

7. Be present and attentive to creating strong, supportive, relationships with students, staff, families, and community members.
8. Foster a sense of acceptance and inclusion within a group by recognizing, accepting, and offering supports to help individual students, staff, families and community members navigate a range of emotions.
9. Identify and foster supportive environments for individuals with similar interests or activities so they may find belonging within a group.

Examples of supporting Belonging:

10. Expand curricular and extracurricular activities with intention to bring together groups with similar interests.
11. Create multiple opportunities for diverse voices to come together behind a common interest.
12. With permission, center marginalized voices within groups to celebrate diversity and promote understanding and compassion.

Connection:

13. Develop networks that support people in achieving their aspirational goals.

14. Create spaces where groups are recognized and empowered either formally or informally.
15. Recognize the importance of peer relationships and ensure that the conditions, environment, and behaviours are in place to support them.

Examples of supporting Connection:

16. Ensure that diverse voices/groups are represented in school activities/assemblies.
17. Create group-specific awareness campaigns that help link groups to larger school communities.
18. Create opportunities for multi-age group and multi-class interactions.

Adopted: January 2024

AP 170 - DIVERSITY AND ANTI-DISCRIMINATION

The District recognizes the multicultural diversity of our society and the contributions made by the various cultures within the community. The District is committed to providing an educational environment that promotes respect for the dignity and rights of all ethnic and racial groups and an appreciation of the cultural heritages of all people.

The goal of the District is the promotion of positive human interactions, including interactions which are free from diverse attitudes based upon race, ethnic roots, national origin, or religious affiliation.

To this end, the resources of the District shall be reasonably applied toward the realization of effective multicultural education and the elimination of social forces which promote divisive attitudes. The objectives of the District are as follows:

- The development of positive attitudes towards self and others through the fostering of mutual understanding, respect and acceptance among students and staff.
- The development in staff of the applied skills necessary to evaluate instructional materials and to identify, select and utilize content which avoids divisiveness and antagonism between various groups.
- The development within the basic curriculum of activities which encourage appreciation of our community's cultural heritage.
- The provision of facilities, staff and resources and the development of programs to ensure that the needs of all students are met.
- The acceptance of a norm of constructive intervention whenever incidents of propagandist or prejudicial nature occur, thereby reinforcing the principle that discriminatory behavior is not acceptable.

Procedures

1. The Superintendent will ensure that representatives of the diverse community shall be involved in community relation activities within the District (e.g.: committees, discussion).
2. Work Site Administrators and Department Heads are responsible for the development, implementation and evaluation in each school of an action plan to ensure education in diversity issues. (i.e. multiculturalism, anti-racism, homophobia, sexism, Aboriginal and disability issues).

3. Staff Development

- 3.1 Work Site Administrators and Department Heads will ensure that staff development takes place to acquire the necessary knowledge, skills and attitudes to identify and respond effectively to discrimination and harassment.
- 3.2 The Superintendent will ensure that students and staff have a knowledge and understanding of their responsibilities in the implementation of Administrative Procedure 170 – Diversity and Anti-discrimination.

4. Language

- 4.1 There will be provision for challenge and equivalency mechanisms for assessment whenever possible.
- 4.2 There is a recognition and value of the importance of first language(s) and prior educational experiences of students. Student activities are to include those, which encourage pride in one's heritage and first language(s).
- 4.3 Communication strategies will be developed that will assist and inform parents in their first language about their children's and youth's progress, whenever possible. Language is not to be a barrier to parent participation in schools.
- 4.4 The District will maintain an up-to-date list of interpreters for each school.

5. Employment Practices

- 5.1 There will be provision for equitable access to employment opportunities and fair treatment in the workplace. All groups should be encouraged to apply for employment.
- 5.2 Recruitment, interview, selection, training and promotion practices and procedures that remove barriers and have bona fide criteria for employment will be developed in an effort to have staff population reflective of the student population.

6. Community

- 6.1 Discussion will be facilitated with diverse communities and provide opportunities to enhance their awareness, knowledge and understanding of discrimination and harassment.

Reference: Sections 8, 8.4, 8.5, 20, 22, 65, 85, 177 School Act
Human Rights Act
Workers' Compensation Act
Occupational Health and Safety Regulation

Adopted: February 21, 2001
Amended: September 1, 2018

AP 171- HARASSMENT / SEXUAL HARASSMENT

AP 172 – WORKPLACE DISCRIMINATION, BULLYING AND HARASSMENT

Background

The District recognizes the right of all employees to work in an environment free from discrimination, bullying and harassment. Discrimination, bullying and harassment are not acceptable or tolerated. All employees will be treated in a fair and respectful manner.

Definitions

Discrimination: Discrimination in employment based on a person's, race, colour, ancestry, place of origin, political belief, religion, gender expression, gender identity, sexual orientation, marital status, family status, physical or mental disability, physical appearance, health, age, or criminal conviction which is unrelated to the person's employment. Discrimination includes Sexual Harassment, as defined below.

Bullying and Harassment: WorkSafeBC explains that bullying and harassment includes any inappropriate conduct or comment by a person towards an employee that the person knew or reasonably ought to have known would cause that employee to be humiliated or intimidated.

Harassment is a serious matter and should be treated as such. Arbitrator Heather Laing explains:

"...Every act by which a person causes some form of anxiety to another could be labelled as harassment. But if this is so, there can be no safe interaction between human beings. Sadly, we are not perfect."

"...Not every employment bruise should be treated under this process. It would be unfortunate if the harassment process was used to vent feelings of minor discontent or general unhappiness with life in the workplace so as to trivialize those cases where substantial workplace abuses have occurred."

Personal Harassment: Personal harassment is defined as objectionable conduct or comment, directed towards a specific person or persons and has the effect of creating an intimidating, humiliating, hostile or offensive working environment. Personal harassment does not include conduct or comments made in good faith in the exercise of supervisory rights and responsibilities.

Discriminatory Harassment: Discriminatory harassment is defined as discrimination contrary to the *Human Rights Act* and includes discriminatory acts against an employee with respect to the work environment or any term or condition of employment because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, or age of that staff member or because that employee has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.

Sexual Harassment: Sexual harassment is defined as unwelcome sexual advances, comments, looks, suggestions, audio and visual material of a sexual nature, requests for sexual favours and other verbal or physical conduct emphasizing sexuality, gender expression, gender identity or sexual orientation when such conduct:

- Either explicitly or implicitly is a term or condition of an individual's education, employment, or any opportunity for training or promotion;
- Is used as a basis for scholastic, extra-curricular or employment decisions affecting another individual; or
- Interferes with an individual's school or work performance or creates an intimidating, hostile, offensive, or uncomfortable learning and working environment.

Complainant: An employee who believes they have been subjected to or observed Discrimination or Bullying and Harassment in the workplace.

Respondent: A person in the workplace against whom a complaint of Discrimination and/or Bullying and Harassment has been made. A respondent includes an individual, whether or not they are a workplace party. This means that a respondent could be a workplace party such as an employer, supervisor, or co-worker, or a non-workplace party such as a member of the public, a student, or anyone an employee comes into contact with at the workplace.

District Responsibilities: The District is responsible for promoting and maintaining a working/learning environment free from bullying and harassment. The District will take reasonable steps to prevent, where possible, or otherwise minimize workplace discrimination, bullying and harassment.

The District must ensure that staff have received the Discrimination, Bullying and Harassment training and are aware of the requirements to comply with these policies and procedures.

Employees with Supervisory Roles Responsibilities: Bullying and harassment excludes any reasonable action taken by an employer or supervisor relating to the management and direction of employees or the place of employment.

Employees with supervisory roles are required to exercise supervisory rights and responsibilities regarding the work of staff. Examples of reasonable management action include determining job duties or work to be performed; workloads and deadlines; layoffs, transfers, promotions, and re-organizations; work instructions, supervision or feedback; work evaluation; performance management; and discipline, suspensions, or terminations.

An employee in a supervisory role has a duty to take all reasonable steps to ensure the health and safety of employees under their supervision and as a result, a supervisor must take all reasonable steps to prevent, where possible, or otherwise minimize workplace discrimination, bullying and harassment. Workplace discrimination, bullying and harassment can lead to injury, illness, or death.

A supervisor's obligation to ensure health and safety of employees includes:

- Not engaging in discrimination, bullying and harassment of employees, other supervisors, the employer, or persons acting on behalf of the employer; and
- Applying and complying with the District policies and procedures on Discrimination, Bullying and Harassment;

- Liaising with Human Resources to undertake and participate in investigations.

Employee Responsibilities: An employee has a duty to take reasonable care to protect the health and safety of themselves and other persons, and as a result, an employee must take all reasonable steps to prevent, where possible, or otherwise minimize workplace discrimination, bullying and harassment. Workplace discrimination, bullying and harassment can lead to injury, illness, or death.

An employee's obligation to take reasonable care to protect the health and safety of themselves or others includes:

- Not engaging in discrimination, bullying and harassment of other employees, supervisors, the employer or persons acting on behalf of the employer;
- Reporting to their direct supervisor if discrimination, bullying and harassment is observed or experienced in the workplace; and
- Applying and complying with the District's policies and procedures on Discrimination, Bullying and Harassment.

This Administrative Procedure applies to interpersonal and electronic communications.

Examples of bullying and harassment might include:

- Verbal aggression, insults or calling someone derogatory names;
- Vandalizing a worker's personal belongings;
- Sabotaging another person's work;
- Carrying out harmful or offensive initiation practices or hazing;
- Making personal attacks based on a worker's private life or personal traits;
- Making aggressive or threatening gestures;
- Cyber-bullying, including sending harassing emails or text messages or posting humiliating or intimidating information on social media or websites.

Bullying and Harassment (including sexual harassment) is not:

- Expressing differences of opinions;
- Offering constructive feedback, guidance, or advice about work related behaviour or performance;
- Making a legitimate complaint about someone's conduct through established procedures;
- Supervision and managing employees.

Application

This Administrative Procedure applies to all employees except where a specific provision is contained in a Collective Agreement in which case the provision(s) of the Collective Agreement shall also apply to employees covered by that Agreement.

It is recommended that employees covered by a Collective Agreement seek the counsel of union representatives before proceeding with a complaint.

Complaint/Report and Investigation Procedure

“Bullying and Harassment is a serious matter and should be treated as such. While one individual may find certain behaviors harassing, discriminatory or bullying, others may not find the same behaviors offensive. Remarks, questions, jokes, or innuendo, even if the outcome is embarrassment to the recipient, may not be considered harassment unless they are based on age, gender, religious beliefs, sexuality, or other grounds prohibited under the Human Rights Act.”

Re: British Columbia and BCGEU (1995) 499 LAC. (4th) 193.

This Administrative Procedure contains two (2) steps:

1. Informal Complaint Process (Speak Up)
2. Formal Complaint Process

Step One: Informal Process

The informal process is the first step of a complaint process and is required to be completed with the exception being that the behaviour is extremely dangerous, or the respondent is your principal or direct supervisor. In these situations, proceed to Step 2, a Formal Complaint.

1. Inform the person perpetuating the bullying and harassing actions that their actions are not acceptable to you as soon as they start to occur. Describe the specific actions that they took that caused you to feel uncomfortable, bullied, or harassed.
2. If the alleged bully is a student, parent, or other member of the public, report it to your principal or direct supervisor.
3. It is important to keep a record of dates and times when you have spoken to the person and inform your principal or direct supervisor.
4. During the informal process the principal or direct supervisor will assist by providing support, advice, or mediation.

Step Two: Formal Complaint Process

Step Two is initiated when the bullying or harassment has continued to occur after an informal process, or the behaviour is extremely dangerous, or the respondent is your principal or direct supervisor.

1. Using [Form \(172-1\)](#) write out a statement detailing the incident(s), explaining how the complaint meets the definition of bullying and harassment, along with any supporting documentation and the names of any witnesses. Note: The report must include pertinent facts which detail alleged incidents. When? Where? Who? What? How?
2. All complaints shall be taken seriously. The Superintendent or designate will review your formal report and supporting documents to determine an appropriate response. A confidential investigation in accordance with due process may be undertaken, expeditiously, under the direction of the Superintendent or designate to substantiate and/or resolve the complaint.
3. Where it is determined that the alleged bullying or harassment is criminal in nature, the appropriate authorities will be contacted.
4. An employee accused of bullying/harassment will be notified in writing at the earliest opportunity by the Superintendent or designate.
5. CVTF/CUPE/USW employees shall be accompanied by their union representative during any proceedings relating to the investigation of the complaint, providing no costs are incurred by the Cowichan Valley School District. Excluded employees and

- Principals/Vice Principals may be accompanied by a person(s) of their choice for moral support during any proceedings relating to the investigation of the complaint.
6. Within one month of receiving the written, confidential investigation report, the superintendent or designate will review with the complainant and respondent the outcome of the investigation and the appropriate action(s) to be taken. These may include counselling, courses that develop an awareness of bullying and harassment, a verbal warning, a written warning, suspension, and/or dismissal. In appropriate circumstances employees may be referred to the District EFAP program or be encouraged to seek medical advice.

Bullies/harassers who take retaliatory action against employees who have filed complaints will be subject to discipline. Complainants who are found to have made frivolous, vexatious, or malicious complaints of Bullying and Harassment and/or Discrimination may be subject to disciplinary or corrective action.

CVTF/CUPE/USW employees should also consult their collective agreement.

Other employees should follow the Informal and/or Formal Complaint Procedure as previously outlined.

Reference: Sections 20, 22, 65, 85, 177 School Act
Human Rights Code
Workers' Compensation Act
Occupational Health and Safety Regulation

Adopted: February 16, 2016
Amended: September 1, 2018, November 28, 2023

AP 173 – SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

Background

The District is committed to establishing and maintaining a safe, inclusive and welcoming environment for all students and their families, employees and volunteers including those who identify as or are perceived to be lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or questioning their sexual orientation, gender identity or gender expression (2SLGBTQIA+). This environment is to be free of discrimination, harassment and intimidation.

The District supports the definitions of gender diversity and sexual orientation as defined by the [Province of British Columbia](#) and the [Government of Canada](#).

When considering aspects of this procedure, it is important to keep in mind that gender is fluid and non-binary and that this policy does not anticipate every situation that might occur with respect to sexual orientation or gender identity. Each circumstance must be assessed on an individual basis with the intent to protect the rights and safety of all students and staff, and with compliance to the *Human Rights Code* and the *School Act*.

Procedures

1. Safe, Inclusive and Welcoming Environment Free of Harassment
 - 1.1. The District is committed to and operates under the procedures outlined in [AP 169: Identity, Belonging and Connection](#) as well as [Policy 25: Identity, Belonging and Connection](#).
2. Staff Development
 - 2.1. The District will encourage all staff to participate in learning opportunities regarding 2SLGBTQIA+ issues.
 - 2.2. The District will make age-appropriate 2SLGBTQIA+ learning resources available for staff to incorporate into their practice.
3. Privacy and Confidentiality (students and staff)

The District recognizes that an individual's gender identity is their personal information and the District commits to respect the confidentiality of that information and the privacy of the individual, subject to legal obligations of disclosure.

3.1. 2SLGBTQIA+ Students

- 3.1.1. The Principal will not disclose a student's identity as 2SLGBTQIA+ to anyone, including the student's parents or guardians, without that student's consent, subject to legal obligations of disclosure.
- 3.1.2. The Principal will use the student's legal name and gender on the permanent record and, if the student requests, any other name they wish to be recorded on the permanent record.
- 3.1.3. The onus is on the student or the student's parent to notify the Principal of a change of legal name or gender and provide copies of government-issued identification reflecting that change.
- 3.1.4. The Principal will consult with the student about their preference for name and gender on school records, including communications that may be sent to the student's home and will respect their choice.

3.2. 2SLGBTQIA+ Employees

- 3.2.1. The employer will not disclose an employee's identity as 2SLGBTQIA+ without that employee's consent, subject to legal obligations of disclosure.
- 3.2.2. The employer will use an employee's legal name on all official records. The onus is on the employee to notify the employer of a change of legal name or gender and provide copies of government-issued identification reflecting that change.
- 3.2.3. The employer will use an employee's chosen name and gender unless otherwise required on official records.

3.3. 2SLGBTQIA+ Volunteers in Schools and School Sanctioned Events

- 3.3.1. The District will not collect information about a volunteer's identity as 2SLGBTQIA+.

4. Restrooms and Change Rooms

- 4.1. The District will, where reasonably practical, ensure that each school or other District facility has at least one gender-neutral restroom available for any individual's use, whether or not they have identified as 2SLGBTQIA+.
- 4.2. Where change rooms are provided in a school for student use or in any school or other District facility for employee use, the District will, where reasonably practical, ensure that alternatives to gender segregated change rooms are provided for any individual's use, whether or not they have identified as 2SLGBTQIA+.

Reference: Sections 20, 22, 65, 85, 177 School Act
BC Human Rights Code
Workers' Compensation Act
Occupational Health and Safety Regulation
Ministerial Order 276/07 Provincial Standards for Codes of Conduct Order
Province of British Columbia
Government of Canada

Adopted: October 22, 2015
Amended: September 1, 2018
Amended: February 25, 2025

Administrative Procedure 174

AP 174 – Response to Unexpected Health Emergencies

Background

The District is committed to providing a safe and healthy study and work environment for its students, staff members, volunteers and the public.

This procedure outlines the steps and responsibilities for ensuring timely and effective responses to unexpected health emergencies in schools. It supports the District's commitment to student, staff and public safety by ensuring that lifesaving Automated External Defibrillators (AEDs) and naloxone kits are accessible, maintained, and equitably distributed across all schools.

Procedures

1. The District recognizes the need to have emergency response AEDs and naloxone kits available in schools. Therefore, the Superintendent or designate will:
 - a. Maintain a publicly-accessible Administrative Procedure that is compliant with the Ministry of Education and Child Care directives;
 - b. Coordinate with public health professionals and WorkSafeBC to ensure compliance and best practices.
2. Facilities and Operations:
 - a. Identify appropriate locations for AEDs that are accessible and barrier free;
 - b. Ensure signage is standardized and clearly visible;
 - c. Track and manage expiry dates and functionality of AEDs;
 - d. Oversee routine inspections and report maintenance issues promptly.
3. Health and Safety Manager:
 - a. Identify appropriate locations in schools where the naloxone kits will be stored and available;
 - b. Track and manage the expiry dates for the naloxone kits.
4. School Principals:
 - a. Promote non-stigmatizing presentation and use of emergency tools;
 - b. Monitor and evaluate feedback from school communities to assess effectiveness and identify areas for improvement and communicate to Health and Safety Manager.
5. School Staff:
 - a. Participate in training on the use of AEDs and naloxone as assigned;
 - b. Familiarize themselves with the location and accessibility of emergency tools.

Reference: School Act – Sections 88(1) and 168(2)(t)
Support Services for Schools Order (M149/89)
WorkSafeBC Guidelines

Adopted: (Effective Date: December 31, 2025)

AP 175 - VIOLENCE IN THE WORKPLACE

Background

The District recognizes that employees are to be assured of a safe working environment but must place the needs and safety of students at the highest priority; however, no employee shall be required to jeopardize their own health or safety in the exercise of that duty.

The District's objective is to provide a safe, caring environment for students and staff, and not expose employees to any greater danger than necessary in exercising their duty of care.

Procedures

1. Should an employee find themselves in a confrontational or threatening situation involving a student, parent, or any other person, the employee is to attempt to remove students from that danger, after which the employee must immediately notify a supervisor, or call the police, and remove themselves from the threatening situation.

Reference: Sections 20, 22, 65, 85, 177 School Act
Workers' Compensation Act
Occupational Health and Safety Regulation

Adopted: March 11, 1998
Amended: June 20, 2001; September 1, 2018

Administrative Procedure 177

AP 177 – SAFE DISCLOSURE OF COMPLAINTS RELATED TO STAFF INCLUDING MANAGEMENT

Purpose

The District is committed to supporting ethical conduct in its operations and seeks to foster a culture of which Employees are encouraged to disclose Wrongdoing, including by receiving, investigation and responding to Disclosures and by providing information and training about British Columbia *Public Interest Disclosure Act* (“PIDA”).

The School District will investigate Disclosures that it receives under this Administrative Procedure. Investigation under this Procedure will be carried out in accordance with the principles of procedural fairness and natural justice.

The School District will not commit or tolerate Reprisal against any Employee who, in good faith, makes a request for Advice, makes a Disclosure, participates in an Investigation, or makes a complaint under this procedure.

The School District is committed to protecting the privacy of Disclosures, persons accused of Wrongdoing, and those who participate in Investigations in a manner that is consistent with its obligations under PIDA and the *Freedom of Information and Protection of Privacy Act* (FIPPA).

This Administrative Procedure outlines a process, in compliance with PIDA, for individuals to report, in good faith, wrongful or unlawful conduct without fear of retaliation or reprisal.

Definitions

The following capitalized terms are defined as indicated:

Advice: Advice that may be requested in respect of making a Disclosure or a complaint about a Reprisal under this Procedure or PIDA.

Discloser: The individual who has brought forward a report of Wrongdoing.

Disclosure: A report of Wrongdoing made under this Procedure which includes allegations of Wrongdoing received by the School District from the Ombudsperson or another government institution for investigation in accordance with PIDA.

Designate: The individual appointed by the Superintendent to:

- a) Provide information and advice to individuals making a report;
- b) Protect the confidentiality of individuals seeking advice or making reports under PIDA
- c) Manage and investigate reports of Wrongdoing in accordance with the policies and procedures of the District and the associated collective agreements where applicable; and
- d) Communicate the results of an investigation to the appropriate parties.

Disclosure: A report of Wrongdoing made under this Procedure.

Employee: A person employed by the School District.

FIPPA: *Freedom of Information and Protection of Privacy Act*.

Investigation: An investigation undertaken by the School District under this Procedure or by the Ombudsperson under PIDA.

Ombudsperson: The Ombudsperson of British Columbia.

Personal Information: This has the same meaning set out in FIPPA, namely "recorded information about an identifiable individual," and includes any information from which the identity of the Discloser or any person who is accused of Wrongdoing or participates in an investigation can be deduced or inferred.

PIDA: The *Public Interest Disclosure Act* of British Columbia.

Reprisal: The imposition of, and any threat to impose, discipline, demotion, termination, or any other act that adversely affects employment or working conditions of an Employee because they made a Disclosure, sought advice, made a complaint about a Reprisal or participated in an Investigation.

Respondent: The individual(s) who are named within the Disclosure as being responsible for the alleged misconduct.

Urgent Risk: This arises if there is a reasonable belief that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or the environment.

Wrongdoing: refers to:

- a) A serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;
- b) An act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an Employee's duties or functions;
- c) A serious misuse of public funds or public assets;
- d) Gross or systematic mismanagement;
- e) Knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

Who May Make a Disclosure

Any Employee may report Wrongdoing under this Procedure if the alleged Wrongdoing occurred or was discovered while the Employee was employed or engaged by the School District.

Reports received from members of the public or from Employees who were not employed by the School District at the time that the alleged Wrongdoing occurred or was discovered are outside the scope of this Procedure.

How to Make a Disclosure

An Employee who reasonably believes that a Wrongdoing has been committed or is about to be committed may make a Disclosure to any of the following:

- a) That person's supervisor;
- b) The Superintendent;
- c) A Designate other than the Superintendent; or
- d) The Ombudsperson. [link](#)

A Disclosure should be submitted in writing using the Disclosure Form ([link](#)) or in other written form, and include the following information if known:

- a) A description of the Wrongdoing;
- b) The name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing;
- c) The date or expected date of the Wrongdoing;
- d) If the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and
- e) Whether the Wrongdoing has already been reported and, if so, to whom and a description of the response received.

A Disclosure may be submitted to the School District on an anonymous basis, but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged Wrongdoing. If a Disclosure does not contain sufficient detail to permit investigation, the School District may take no action with respect to the Disclosure. Any notices required to be given to a Discloser under this Procedure or PIDA will not be provided to an anonymous Discloser except at the discretion of the Designate and where the Disclosure has provided contact information.

A Discloser who is considering making a Disclosure may request Advice from any of their union representative, or employee association representative, a lawyer, their supervisor, a Designate or the Ombudsperson.

A Discloser should not make a Disclosure to a person if the allegations relate, in whole or in part, to alleged Wrongdoing by that person, and any person who receives a Disclosure and reasonably believes that the allegations of Wrongdoing relate to their own acts or omissions must refer the allegations of Wrongdoing to another person under this Procedure with responsibility for receiving a Disclosure.

How to Make a Disclosure About Urgent Risk

1. PIDA permits Employees to make public disclosures if the Employee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.
2. Before making a public disclosure of an Urgent Risk the Employee must:
 - a) Consult with the relevant Protection Official (public health officer, Emergency Management BC, or police);
 - b) Receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure;

- c) Refrain from disclosing, publishing or otherwise sharing Personal Information except as necessary to address the Urgent Risk;
 - d) Refrain from disclosing any information that is privileged or subject to a restriction on disclosure under PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege; and
 - e) Seek appropriate advice if uncertain about what Personal Information, privileged or other information may be disclosed as part of a public disclosure.
3. An Employee who makes a public disclosure in relation to an Urgent Risk is expected to provide timely notification to their supervisor or the Superintendent about the public disclosure or submit a disclosure form.
4. If the Employee decides not to make a public disclosure or is directed by a Protection Official not to do so, the Employee is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designate.

Referral to Designate

1. Each Supervisor and any other Employee who receives a Disclosure under this Procedure must promptly refer it, including all Disclosures Forms and other materials supplied, to the appropriate Designate as follows:
- a) Unless the allegations concern alleged Wrongdoing by the Superintendent, the Disclosure shall first be referred to the Superintendent who may delegate their duties under the Procedure and this Procedure to any other Designate;
 - b) If the allegations concern alleged Wrongdoing by the Superintendent, then the Disclosure should be referred to the Office of the Ombudsperson.

Responsibilities of the Designate

The Designate is responsible to:

- a) Receive and respond to any Disclosure;
- b) Receive and respond to reports made about Urgent Risks;
- c) If the Designate reasonably believes that an Urgent Risk exists, the Designate may make a report to the relevant Protection Official;
- d) Review allegations of Wrongdoing in a Disclosure and determine if they fall within the scope of PIDA or the Procedure;
- e) Refer disclosures or allegations falling outside the scope of PIDA or this Procedure to the appropriate authority or dispute resolution process, as applicable;
- f) If a Disclosure relates to Wrongdoing at another government body that is subject to PIDA, refer the Disclosure to that institution;
- g) Seek clarification of the allegations of Wrongdoing from the Discloser or referring institution as needed;
- h) If appropriate, initiate an Investigation into allegations of Wrongdoing;
- i) Assess the risk of any Reprisal to the Discloser and take appropriate action, if any, to mitigate that risk;
- j) Manage communications with the Discloser and Respondent;
- k) Notify the Discloser and the Respondent of the outcome of the Investigation; and

- l) Ensure that all Personal Information received by the School District related to the Disclosure, request for Advice or any Investigation is appropriately protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with FIPPA and PIDA.

Responsibilities of Employees

All Employees are responsible to:

- a) Make any Disclosures in good faith and on the basis of a reasonable belief that Wrongdoing has or is expected to occur;
- b) Refrain from engaging in Reprisals and report all Reprisals in accordance with this Procedure and PIDA;
- c) Maintain the confidentiality of Personal Information received in connection with a Disclosure, request for Advice, or Investigation in accordance with this Procedure and PIDA;
- d) Provide their reasonable cooperation with Investigations by the School District or the Ombudsperson;
- e) Seek appropriate advice if uncertain about whether to make a Disclosure or a public disclosure of an Urgent Risk; and
- f) Comply with the requirements of this Procedure and PIDA concerning Urgent Risks.

Investigations

1. Every person involved in receiving, reviewing and investigating Disclosures must carry out those function in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under PIDA.
2. The School District shall seek to complete all Investigations within 90 calendar days of receipt of a Disclosure, but the Designate may shorten or extend this time period depending on the nature and complexity of the allegations.
3. The Designate may expand the scope of any Investigation beyond the allegations set out in the Disclosure to ensure that any potential Wrongdoing discovered during an Investigation is investigated.
4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the Investigation, though overall responsibility and accountability for the Investigation remains with the Designate.
5. The Designate may consult with the Ombudsperson regarding a Disclosure or refer allegations of Wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the applicable Discloser.
6. The Designate may refuse to investigate or postpone or stop an Investigation if they reasonably believe that:
 - a) The Disclosure does not provide adequate particulars of the Wrongdoing;
 - b) The Disclosure is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a Disclosure under the Procedure or PIDA, or does not deal with Wrongdoing;

- c) The Investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure;
 - d) The investigation of the Disclosure would serve no useful purpose because the subject matter of the Disclosure is being or has been appropriately dealt with;
 - e) The Disclosure relates solely to a public procedure decision;
 - f) The allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority;
 - g) The Investigation may compromise another investigation; or
 - h) PIDA otherwise requires or permits the School District to suspend or stop the Investigation.
7. Subject to the School District's obligations under, the Discloser and the Respondent(s) will be provided with a summary of the School District's findings, including:
- a) Notice of any finding of Wrongdoing;
 - b) A summary of the reasons supporting any finding of Wrongdoing;
 - c) Any recommendations to address findings of Wrongdoing.

Privacy and Confidentiality

1. All Personal Information that the School District collects, uses or shares in connection with a Disclosure, request for Advice, or an Investigation shall be treated as confidential and shall be used and disclosed by the School District only as described in the Procedure, the Procedures and PIDA unless otherwise permitted or required under FIPPA or other applicable laws.
2. Personal Information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a Disclosure or a request for Advice Reprisal shall be limited to the Personal Information that is reasonably required for these purposes.
3. Any person who, in their capacity as an Employee, receives information about the identity of a Discloser shall maintain the identity of the Discloser in confidence, and may only use or share that information for the purposes described in this Procedure or PIDA, except with the consent of the Discloser or as authorized or required by PIDA or other applicable laws.
4. The School District shall ensure there are reasonable security measures in place to protect all Personal Information that the School District collects or uses in the course of receiving or responding to a Disclosure, a request for Advice, or conducting an Investigation, including by ensuring that such information is subject to appropriate controls to ensure that it is only shared by its Employees internally on a need-to-know basis.

Reprisals

1. The School District will not tolerate Reprisals against Employees.
2. Any Employee who believes that they have been the subject of a Reprisal may make a complaint to the Ombudsperson, who may investigate in accordance with the procedures set out in PIDA.
3. Any person who engages in any Reprisals shall be subject to disciplinary action up to and including, for an Employee, dismissal for cause.

Report of the Inquiry

The report of the inquiry shall be shared with the Respondent in a confidential manner. The only documented copy of the complaint to be retained by the District will remain in the Superintendent's or Designate's office.

Potential Outcomes of the Inquiry

The Superintendent may refer portions of the report to legal advisors or members of the Senior District Leadership Team, and may consult confidentially with others (e.g., officers of associations) to assist in the determination of the appropriate action to be taken in respect of the complaint.

In the event that the Superintendent determines that the Board will need to be informed, the Superintendent will abide by any required language contained within the personal contract of the excluded Employee or collective agreement for unionized staff members.

Reporting Outcomes

Unless precluded by FIPPA, the Superintendent will advise the Complainant, in writing, of the general nature of its decision in regard to the complaint. The Complainant shall be informed of his or her right to make use of the services of the Ombudsman's Office, if desired.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 of the *School Act*
Public Interest Disclosure Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Labour Relations Code
Collective Agreements

Adopted: November 28, 2023

Administrative Procedure 180

AP 180- FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Background

The District recognizes that all procedures for the collection and storing of information by District staff in the course of affairs and procedures regulating the release of information to other parties must follow provisions of the Freedom of Information and Protection of Privacy Act (FOIP).

The purposes of FOIP and this District administrative procedure are to:

- Allow any person a right of access to the records in the custody or under the control of the District subject to limited and specific exceptions as set out in the Act,
- Control the manner in which a public body may collect personal information from individuals, to control the use that the District may make of that information and to control the disclosure by the District of that information,
- Allow individuals, subject to limited and specific exceptions as set out in the Act, a right of access to personal information about themselves that is held by the District,
- Allow individuals a right to request corrections to personal information about themselves that is held by the District, and
- Provide for independent reviews of decisions made by the District under the Act and the resolution of complaints under the Act.

Procedures

1. The Superintendent has designated the Secretary-Treasurer as Coordinator for the purposes of the Freedom of Information and Protection of Privacy Act and that individual is responsible for ensuring that the District complies with the provisions of the Act.
2. The Coordinator is hereby empowered to fulfill the duties described in the Freedom of Information and Protection of Privacy Act which include the establishing of procedures and practices to ensure appropriate management of the legislation.
3. When fees are to be levied under the Freedom of Information and Protection of Privacy Act, the rates adopted by the Government of British Columbia, as specified in Freedom of Information and Protection of Privacy Act Regulation shall be confirmed as the rates used by the District.
4. All persons making requests for the release of information shall be notified as to appeal provisions under the Act.

Reference: Sections 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
Freedom of Information and Protection of Privacy Regulation

Adopted: November 12, 1997
Amended: September 1, 2018

AP 180 - APPENDIX A - COLLECTION, USE AND DISCLOSURE OF PERSONAL INFORMATION

Background

Under the School Act, School districts/schools are authorized to obtain personal information on students and teachers for a specific purpose, namely:

- Students – information to be used for educational program purposes
- Employees -payroll administration, administration of employee benefits, recruitment and selection of staff, etc.

All individuals, under the Freedom of Information/Protection of Privacy Act, have a right to protection from unauthorized collection, use, and disclosure of personal information. Therefore, written consent must be obtained prior to obtaining personal information to be used for other than the purposes stated above.

To gather personal information on a student or employee, for other than the above-authorized purposes, the student/parent or employee must be advised in writing:

- What information is to be collected
- The purpose for collecting the information (is to include who will have access to the information)
- The person to contact if there are questions about the collection and use of the information.

Written consent must be received prior to any collection of information taking place.

Definition

Personal Information – means recorded information about an identifiable individual including:

- The individual's name, address or telephone number
- The individual's race, national or ethnic origin, colour, or religious or political beliefs or associations
- The individual's age, sex, sexual orientation, marital status or family status
- An identifying number, symbol or other particulars assigned to the individual

- The individual's fingerprints, blood type or inheritable characteristics
- Information about the individual's health care history, including a physical or mental disability
- Information about the individual's educational, financial, criminal or employment history
- Anyone else's opinions about the individual and individual's personal views or opinions except if they are about someone else

Reference: Sections 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

Adopted: January 21, 2004
Amended: September 1, 2018

**AP 180 - APPENDIX B - PROTECTION OF AND ACCESS TO
PERSONAL INFORMATION OF AN EMPLOYEE**

Background

Under 69(6) of the Act, public bodies are required to create and maintain a Personal Information Directory which lists the specific collections of personal information maintained by the public body.

Procedures

1. In accordance with the Freedom of Information and Protection of Privacy Act, the District will maintain a Personal Information Directory for each employee.
2. In accordance with the Freedom of Information and Protection of Privacy Act, the District will ensure the confidentiality of personal information on its staff.
3. Personal information may only be obtained as authorized in the Act and used for the specific purposes for which it is gathered. The management and safekeeping of such information is the responsibility of each employee designated by the Superintendent.
 - 3.1 Confidentiality must be protected by each employee who is authorized to have access to this information for the purposes of personnel program management, the provision of personnel services or administrative services to the files.
4. Access by an Employee to Their Personnel File
 - 4.1 Access to an employee's personnel information can be gained during normal business hours, upon appointment and is available to:
 - 4.1.1 The employee, in the presence of a supervisory officer, or the appropriate personnel officer;
 - 4.1.2 Other parties (e.g. legal counsel of the employee) with the specific written consent of the employee;
 - 4.1.3 An employee's Principal, or in the case of administrative and support staff, the Supervisor on a need-to-know basis in the presence of the supervisory officer or appropriate personnel officer; and
 - 4.1.4 Supervisory officers or the District's legal counsel, subject to the approval of the Superintendent.
 - 4.2 Copies of any personal information will be provided only to the employee or the employee's agent on the specific written request of the employee. A record of all such transactions must be kept in the personnel file.
5. Access by Others to Information in an Employee's Personnel File

- 5.1 Access to personnel files by anyone other than the employee is to be on a need-to-know basis only (i.e. required information must be made available, not the entire file).
- 5.2 All written applications for access to personal information of an employee made under the Act will be passed in the first instance to the Secretary-Treasurer for registration. The request will then be directed to a Human Resources Manager.
- 5.3 The decision for granting the complete or partial access, or refusing the request, will be made by a Human Resources Manager, in consultation with the Secretary-Treasurer and guided by the relevant clauses of the Act.
- 5.4 All responses to a formal application for access to information, whether granted or denied, shall be directed to the Secretary-Treasurer for review and final documentation and then forwarded to the individual making the request within thirty days after the application was received.
- 5.5 In the event that a response to an application for access cannot be completed within the thirty-day time limit, the Secretary-Treasurer must be notified and, under the limited circumstances specified in Section 10 of the Act, the Coordinator will provide the individual making the request written notice of the extension setting out:
 - 5.5.1 The length of the extension;
 - 5.5.2 The reasons for the delay; and
 - 5.5.3 The person's right of appeal to the Freedom and Privacy Commissioner to review the extension.
- 5.6 Disputes between the Secretary-Treasurer and a Human Resources Manager will be forwarded to the Superintendent for resolution.

6. General

- 6.1 Each file shall contain a record of those employees who have been granted access to it, who would not normally have access in the normal course of their duties.
- 6.2 Any personal information of an employee that is no longer required for either administrative, financial, legal or historical purposes and its retention is not regulated by any statute, may be destroyed in a confidential manner.
- 6.3 Directory of types of information that we have on employees (compilation in process).

Reference: Sections 22, 65, 69, 85 School Act
Freedom of Information and Protection of Privacy Act
Freedom of Information and Protection of Privacy Regulation

Adopted: January 21, 2004
Amended: September 1, 2018
August 19, 2019

AP 181 - SURVEILLANCE

Background

The District recognizes that surveillance and particularly video surveillance is a complex issue that attempts to balance the rights to physical security and protection of property against the privacy rights of individuals. The intent of this Administrative Procedure is to ensure that the need to deploy surveillance is compelling and that any resulting effects of privacy rights are minimized.

For reasons of enhancing the safety of students and others on school premises and deterring destructive acts, the District authorizes the use of surveillance equipment on District property where circumstances have shown that it is necessary for these purposes and where benefit outweighs its impact on the privacy of those observed.

The District recognizes both its legal obligation to provide appropriate levels of supervision in the interests of safety and the fact that staff and students have privacy rights that are reduced but not eliminated while on District property. Thus surveillance, like other forms of supervision, must be carried out in a way that respects privacy rights.

The Freedom of Information and Protection of Privacy Act governs the use of video surveillance. It is intended that this Administrative Procedure will meet both the requirements and the spirit of this legislation as well as any interpretations and recommendations made by the BC Privacy Commissions from time to time.

This Administrative Procedure does not apply to non-school buildings owned or operated by the District.

A record is recognized to be subject to the provisions of the Freedom of Information and Protection of Privacy Act.

Procedures

1. Video cameras may be used to monitor and/or record on District property, including buses.
2. Video surveillance cameras must be requested by the Principal or an officer of the District.
3. Before video surveillance is introduced at a new site, a report must be provided to the Superintendent, describing the circumstances that indicate the necessity of having surveillance at that site, including a discussion of less invasive alternatives. The District form ([Form 181-1](#)) submitted to the Superintendent must include:
 - 3.1 Description of the safety or property concern
 - 3.2 Alternative interventions considered

- 3.3 Location of the surveillance
- 3.4 Privacy impact
- 3.5 Requested duration of the surveillance

Review date of the approved surveillance and signature of erasure of the recording will be included on the District form ([Form 181-1](#)).

- 4. Public notification signs, clearly written and prominently displayed, must be in place in areas that are subject to video surveillance. Notice must include contact information of the building administrator or designated staff person who is responsible for answering questions about the surveillance system. Any exception to this, such as for a time limited specific investigation into criminal conduct by a law enforcement agency, must be authorized by the Superintendent on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed. The law enforcement agency is responsible for installing, maintaining and monitoring their equipment during the surveillance. Covert surveillance may not be authorized on an ongoing basis on school property.
- 5. Video surveillance is not to be ordinarily used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g. washrooms, private conference/meeting rooms). Any exception to this must be authorized by the Superintendent on the grounds that no other supervision option is feasible and that the need is pressing and outweighs the privacy interest of the student or other person likely to be observed. Surveillance of such locations may not be authorized on an ongoing basis.
- 6. Security
 - 6.1 Video cameras will be installed only by a designated employee or agent of the District. Only designated employees or agents and the building administrator shall have access to the key that allows access to the recording equipment. Only these employees shall handle the camera or videotapes.
 - 6.2 Recordings shall be stored in a locked filing cabinet in an area to which students and the public do not normally have access.
 - 6.3 Recordings may never be sold, publicly viewed or distributed in any other fashion except as provided for by this Administrative Procedure and appropriate legislation.
- 7. Viewing of Recordings
 - 7.1 Video monitors used to view recordings must not be located in a position that enables public viewing. Videotapes may only be viewed by the building administrator or individual authorizing camera installation, by parents and students (7.2 below), or by District staff with a direct involvement with the recorded contents of the specific videotape, or employees or agents responsible for the technical operations of the system (for technical purposes only). If an employee or student is facing any disciplinary action, he/she may authorize his/her union representative or other advocate to also view the tape.
 - 7.2 Parents requesting to view a segment of tape that includes their child(ren) may do so. Students may view segments of tape relating to themselves if they are capable of exercising their own access to information rights under the Freedom of Information

and Protection of Privacy Act. Student/parent viewing must be done in the presence of an administrator. A student or parent has the right to request an advocate to be present. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the Freedom of Information and Protection of Privacy Act.

8. Retention of Recordings

- 8.1 Where an incident raises a prospect of a legal claim against the District, the tape, or a copy of it, shall be sent to the District's insurers.
- 8.2 Recordings shall be erased within one month, unless they are being retained at the request of the building administrator, District officer, employee, parent or student for documentation related to a specific incident or are being transferred to the District's insurers.
- 8.3 Recordings retained under clause 8.2 above, shall be erased as soon as the incident in question has been resolved, except that if the recording has been used in the making of a decision about an individual, the recording must be kept for a minimum of one year as required by the Freedom of Information and Protection of Privacy Act, unless earlier erasure is authorized by or on behalf of the individual.

9. Review

- 9.1 Each Principal or District officer is responsible for the proper implementation and control of the video surveillance system.
- 9.2 The Superintendent shall conduct a review at least annually to ensure that this Administrative Procedure is being adhered to.

Reference: Sections 20, 22, 65, 74.01, 85 School Act
Freedom of Information and Protection of Privacy Act
School Regulation 265/89

Adopted: April 17, 2002
Amended: June 27, 2017; September 1, 2018

Administrative Procedure 185

AP 185 - RECORDS MANAGEMENT

Background

A Records Management program will be maintained to provide control over the quality and quantity of information produced by the District, from its creation until its disposal, for legal, fiscal and historical purposes. Proper custody, storage and disposal of records shall comply with statutory requirements. Records are the property of the District.

Procedures

1. Records management covers a broad spectrum of records such as accounting, purchasing, corporate, insurance, personnel, property and student records.
2. The Secretary-Treasurer is responsible for the District Records Management program.
3. The Records Management program shall consist of a Subject File Classification document and a Retention and Disposal Schedule.
4. The Retention and Disposal Schedule shall be consistent with federal and provincial legislation.
5. District and school personnel shall be responsible for the filing of records according to the Classification document, and for the disposal of records in accordance with the Retention and Disposal Schedule.
6. Electronic records must conform in the same manner as hard copy records.

Reference: Sections 22, 23, 65, 85 School Act
Document Disposal Act
Freedom of Information and Protection of Privacy Act

Adopted: September 1, 2018

Administrative Procedure 185 - Appendix

AP 185 - APPENDIX - SCHEDULE OF RETENTION PERIODS

1. Board Records

<u>Subject</u>	<u>Minimum Retention Period</u>
Annual Report	Indefinite
Board policy	Indefinite
Committee reports	Indefinite
Minutes	Indefinite
Notice of meeting and agenda	5 years
Oaths and declarations of trustees	For term of office

2. Financial Records

<u>Accounting: (District Office)</u>	<u>Minimum Retention Period</u>
Accounts payable and receivable	6 years
Annual budget and supporting documents	Indefinite
Auditor's reports	Indefinite
Cancelled cheques	6 years
Cheque duplicates	2 years
Debenture and bylaw register	Indefinite
Debenture and coupons redeemed resolution (required prior to destruction)	3 years after audit
Financial and statistical statements	Indefinite
Ledgers, synoptics, subsidiary ledgers, journals	Indefinite
Purchase orders and invoices	7 years
Quotations and relative correspondence	1 year
Receipts issued	6 years

3. Banking

<u>District Office and School</u>	<u>Minimum Retention Period</u>
Bank statements	6 years
Deposit books	6 years
Loans – authorization of cancelled notes	1 year or term of loan
Stop orders	6 years
	1 year

4. Personnel/Payroll: (District Office)

<u>Subject</u>	<u>Minimum Retention Period</u>
All records and data relating to any employee (application, appointment, TD1, etc. – any records)	Indefinite
Applications and job competitions	1 year after position filled
Complaints or investigations of personnel	Indefinite or as per personnel collective agreement
Payroll sheets	Indefinite
Records of payroll remittances (garnishees, superann., UIC, Inc. Tax)	3 years
Salary agreements	Indefinite
Time cards	3 years
TD-4 and Summary	3 years
W.C.B. Claims	Indefinite

5. Buildings and Property: (District Office)

<u>Subject</u>	<u>Minimum Retention Period</u>
Appraisal and inventory records	Indefinite
Authorization for expenditure of capital funds	Indefinite
building plans and specifications (with related changes, guarantees, bonds, liens and valuable correspondence)	Indefinite
Land titles, deeds and plans	Indefinite
Records of payroll remittances (garnishees, superann., UIC, Inc. Tax)	3 years
Mortgages and leases	1 year after expiration of term
Capital expenditure plans, OICs	10 years

6. General Administration: (District Office)

<u>Subject</u>	<u>Minimum Retention Period</u>
Administrative circulars	While in effect
Complaints or allegations with possible future repercussions	5 years
FOIPOP requests	3 years
FOIPOP requests to review decisions	5 years after review or adjudication complete
general correspondence (not departmental)	2 years
Insurance – accident reports	1 year or until finalized
Insurance – claims	Indefinite
Insurance – policies	While in effect
Manual of the school law and regulations	While in effect

Transportation data
7. School Records

While applicable

Subject

Permanent student records

Other student records

Minimum Retention Period

55 years from the date
the student withdraws or
graduates from school
Refer to Administrative
Procedure 320 –
Student Records

Reference: Sections 22, 23, 65, 85 School Act
Document Disposal Act
Freedom of Information and Protection of Privacy Act

Adopted: September 1, 2018

AP 190 - USE OF COPYRIGHTED MATERIALS

Background

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. The following guidelines apply fair dealing in K–12 schools and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

Procedures

1. To qualify for fair dealing, two (2) tests must be passed.
 - 1.1 First Test: the “dealing” must be for a purpose stated in the Copyright Act; research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.
 - 1.2 Second Test: is that the dealing must be “fair.” In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools.
2. Fair Dealing Guidelines
 - 2.1 Teachers and staff members may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
 - 2.2 Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism, or review are to mention the source and, if given in the source, the name of the author or creator of the work.
 - 2.3 A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - 2.3.1 As a class handout;
 - 2.3.2 As a posting to a learning- or course-management system that is password protected or otherwise restricted to students;
 - 2.3.3 As part of a course pack.
 - 2.4 A short excerpt means:
 - 2.4.1 Up to ten percent (10%) of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - 2.4.2 One (1) chapter from a book;
 - 2.4.3 A single article from a periodical;

- 2.4.4 An entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - 2.4.5 An entire newspaper article or page;
 - 2.4.6 An entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - 2.4.7 An entire entry from an encyclopaedia, annotated bibliography, dictionary, or similar reference work.
 - 2.5 Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
 - 2.6 Copying or communicating that exceeds the limits in these Fair Dealing Guidelines will be referred to a supervisor or other person designated by the Superintendent for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
 - 2.7 Any fee charged by the Division for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the Division, including overhead costs.
3. Posters outlining Fair Dealing Guidelines (Appendix) shall be provided by the District Principal of Instruction and Innovation and are to be posted above each multi-function or photocopying device.
 4. Use of copyrighted materials that do not fall under the Fair Dealing Guidelines is not permitted without the approval of the Superintendent. Where school staff or students wish to use copyrighted materials, they must:
 - 4.1 Obtain permission to copy from the copyright holder, and
 - 4.2 Where requested, a royalty must be paid to the copyright holder.
 5. All staff and students that are expected to use copyrighted materials must be aware of the procedures and the guidelines for fair dealing. Teachers are to have knowledge of and be familiar with the Copyright Decision Tool and "[Copyright Matters!](#)" available at www.cmec.ca.

Reference: Section 17, 20, 22, 65, 85 School Act
Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Decision Tool

Adopted: September 1, 2018

AP 190 - APPENDIX – FAIR DEALING GUIDELINES

Fair Dealing



The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the “dealing” must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be “fair.” In landmark decisions in 2004 and 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and postsecondary educational institutions.

These guidelines apply to fair dealing in non-profit K–12 schools and postsecondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Guidelines

1. Teachers, instructors, professors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire, and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these *Fair Dealing Guidelines* for the purpose of news reporting, criticism, or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course
 - a) as a class handout;
 - b) as a posting to a learning or course-management system that is password protected or otherwise restricted to students of a school or postsecondary educational institution;
 - c) as part of a course pack.
4. A short excerpt means:
 - a) up to 10 per cent of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work);
 - b) one chapter from a book;
 - c) a single article from a periodical;
 - d) an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works;
 - e) an entire newspaper article or page;
 - f) an entire single poem or musical score from a copyright-protected work containing other poems or musical scores;
 - g) an entire entry from an encyclopedia, annotated bibliography, dictionary, or similar reference work.
5. Copying or communicating multiple short excerpts from the same copyright-protected work with the intention of copying or communicating substantially the entire work is prohibited.
6. Copying or communicating that exceeds the limits in these *Fair Dealing Guidelines* may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

Copyrightdecisiontool.ca



cmeC
Council of
Ministers
of Education,
Canada
Conseil des
ministres
de l'éducation,
Canada

Reference: Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Decision Tool

Adopted: September 1, 2018

Administrative Procedure 191

AP 191 - PATENTS, COPYRIGHTS AND ROYALTIES

Background

The District encourages employees, volunteers and students to develop materials, processes and inventions for use within and outside of the District. Protecting the legal and financial interests of the District and avoiding the potential of conflict ensures accountability and fiscal responsibility within the District.

Procedures

1. The Superintendent delegates to the Secretary-Treasurer the responsibility for protecting the legal and financial interests of the District for materials, processes or inventions developed for use within and outside of the District.
2. Only the Secretary-Treasurer is authorized to sign patents, copyright and royalty agreements on behalf of the District.
3. To encourage the development of materials and programs by employees, volunteers or students, for use within and outside of the District, royalty agreements may be initiated between the creators of the materials and the District.
4. The ownership of materials (including computer software programs), processes, or inventions produced solely for the District and at District expense shall be vested in the District and shall be copyrighted or patented, if at all, in its name unless otherwise authorized in writing by the Secretary-Treasurer.
5. The ownership of materials (including computer software programs), processes, or inventions produced solely through the effort, personal time, and expense of an employee, student or volunteer may be vested in the creator and be copyrighted or patented, if at all, in the creator's name unless otherwise agreed by the parties.
6. The ownership of materials (including computer software programs), processes, or inventions produced by an employee, student or volunteer with District support, by way of use of significant time, facilities, or other District resources, may be vested in the creator if authorized by written agreement between the parties and if entered into prior to the production. Agreements entered into after production will be at the discretion of the Secretary-Treasurer. In the event there is no such agreement entered into, the ownership shall be vested in the District.

Reference: Section 17, 20, 22, 65, 85 School Act
Copyright Act
Copyright Modernization Act
Council of Ministers of Education (CMEC) Copyright Consortium Guidelines
Copyright Matters!
Fact Sheet: What the Copyright Modernization Act means for Teachers and Students

Adopted: September 1, 2018

Administrative Procedure 200

AP 200 - ORGANIZATION FOR INSTRUCTION

Background

The Principal is responsible for the organization of the plan for instruction at their school.

Procedures

1. The Principal, in consultation with staff, shall develop a school plan which shall clearly outline the:
 - 1.1 Organization of classes;
 - 1.2 Organization of teacher assignments; and
 - 1.3 Course offerings of the school.

2. The function of assigning students to classes is the responsibility of the Principal, pursuant to the School Act and relevant legislation, in consultation with all staff members affected at that instructional level.

Reference: Sections 17, 20, 22, 65, 76.1, 85 School Act
School Regulation 268/89
Collective Agreement

Adopted: September 1, 2018

AP 202 - MULTICULTURAL RECOGNITION

Background

The District recognizes, respects and honours the multicultural diversity of its community and believes that this diversity enriches the lives of the school community and all learners.

The District is committed to promoting respect and understanding of multicultural diversity throughout the District's school community and affirms the importance of providing educational programs and services that will assist and support students from all multicultural backgrounds to achieve their full potential.

The District supports the provision of active and positive multicultural experiences and learning activities which contribute to an understanding and appreciation of Canada's diverse multicultural heritage.

The District is committed to supporting a learning environment that affirms a learner's inherent right to dignity, security and self-worth.

Definition

Multiculturalism is defined as including ethnic, racial, religious, spiritual and cultural diversity.

Procedures

1. The Superintendent will:
 - 1.1. Support expanded use of learning resources that reflect the diversity of heritage, custom and culture in British Columbia and Canada, and contribute to students developing positive attitudes with respect to multiculturalism, diversity and human rights.
 - 1.2. Promote opportunities for awareness and training in human relations, human rights and diversity as a means of furthering knowledge and sensitivity in relating with a diverse and changing community.
2. The Principal will:
 - 2.1. Convey recognition of that school community's multicultural nature and rich heritage through respectful practices that foster a sense of belonging and being welcomed.
 - 2.2. Promote and encourage opportunities that assist students in developing a strong sense of self-esteem and pride in their own heritage as well as an appreciation of and respect for the backgrounds of others in the school.
 - 2.3. Foster aspects of the curriculum which celebrate the uniqueness of our cultures, teach social responsibility and encourage positive choices that enhance physical, mental and spiritual well-being.

- 2.4. Acknowledge cultural events, festivals and celebrations in a respectful manner that promotes understanding of diversity.
- 2.5. Encourage communication with parents and the school community to foster appreciation and understanding of our multicultural heritage.
- 2.6. Ensure school staff, parents and students (where age appropriate), through a collaborative process, develop a written accommodation plan when the need for such a plan has been identified by the parent or student (where age appropriate).
 - 2.6.1. Appropriate staff will be made aware of all accommodation plans so developed.
- 2.7. Ensure that staff are aware of information and procedures regarding discriminatory behaviour, in accordance with [Board Policy 13 – Appeals Bylaw](#); [Administrative Procedure 104 - District Code of Conduct](#); [Administrative Procedure 170 – Diversity and Anti-Discrimination](#), [Administrative Procedure 175 – Violence in the Workplace](#).

Reference: Section 17, 20, 22, 65, 85 School Act
Human Rights Act
BC Multiculturalism Act
Canadian Charter of Rights and Freedoms, Constitution Act, 1982

Adopted: October 8, 1997
Amended: June 10, 1998; March 3, 2010; September 1, 2018

AP 202 - APPENDIX - MULTICULTURAL RECOGNITION RESOURCE FOR SCHOOLS ON CULTURAL EVENTS AND CELEBRATIONS

Background

Principals will acknowledge cultural events, festivals and celebrations in a respectful manner that promotes understanding of diversity.

Procedures

1. Guiding Principles

1.1. *Canadian Charter of Rights and Freedoms*

Section 2 of the *Canadian Charter of Rights and Freedoms* (the “*Charter*”) states:

Everyone has the following fundamental freedoms:
(a) freedom of conscience and religion...

1.2. *Human Rights Code*

The B.C. *Human Rights Code* also recognizes multiculturalism and religious freedom by prohibiting discrimination on grounds such as ancestry, place of origin, and religion.

1.3. *School Act*

The *School Act* requires that schools be conducted on strictly secular and non-sectarian principles. Section 76 of the *School Act* states:

76(1) All schools and Provincial schools must be conducted on strictly secular and non-sectarian principles.

(2) The highest morality must be inculcated, but no religious dogma or creed is to be taught in a school or Provincial school.

Public schools do not promote or endorse any religion or creed, but seek to instill respect for diversity. Respect for diversity is a cornerstone of Canadian democracy and a value that is instilled in students through the public school system.

1.4. The *Statement of Education Policy Order (Mandate for the School System)*, OIC 1280/89, states that the goals of education include the following:

Human and Social Development – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.

The goal of public education is to enable students to acquire the attitudes needed to contribute to a healthy, democratic and pluralistic society. The Preamble to the *School Act* states:

Preamble

WHEREAS it is the goal of a democratic society to ensure that all its members receive an education that enables them to become personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

AND WHEREAS the purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy;

- 1.5. In *Diversity in BC Schools: A Framework*, the Ministry of Education described these goals as follows:

The school system is expected to promote values expressed in the *Constitution Act*, the *Charter of Rights and Freedoms*, the *Official Languages Act*, the *Multiculturalism Act*, the *BC Human Rights Code*, the *Employment Equity Act* and the *School Act*, respecting the rights of all individuals in accordance with the law.

The school system therefore strives to create and maintain conditions that foster success for all students and that promote fair and equitable treatment for all. These conditions include:

...

School cultures that value diversity and respond to the diverse social and cultural needs of the communities they serve.

School cultures that promote understanding of others and respect for all.

Learning and working environments that are safe and welcoming, and free from discrimination, harassment and violence.

...

School curriculum honours the diversity represented in families, communities, the province, the nation and the world....

British Columbia schools are developing strategies to promote mutual understanding and increased respect for cultural differences, and to take action against racism.

2. Cultural Events and Celebrations – Guiding Principles

- 2.1. Principals will acknowledge cultural events, festivals and celebrations in a respectful manner that *promotes understanding of diversity*. This may include classroom discussion about cultural events as well as activities connected with those events. The purpose of these discussions and activities is to promote cultural understanding consistent with the secular mandate of the public school system.
- 2.2. The goal is to strive for presentation of a variety of cultural traditions in schools, keeping in mind the diversity of the student population. The District strives to be sensitive to the cultural diversity of students and to represent the student population broadly when planning activities.

- 2.3. In learning about diverse customs and celebrations, the goal is to promote cultural understanding. Classroom activities associated with holidays or festivals are intended to be appropriate to the learning situation, the age and background of the students involved, and to serve the goals of respect for diversity and inclusiveness.
3. What is “Secular”: Definitions and Examples
- 3.1. Holiday displays, decorations and activities in schools will generally include secular symbols associated with holidays or cultural festivals, and are intended to reflect diversity within our schools.
- 3.2. “Secular” means non-religious in nature. Some holidays, such as Kwanzaa, are secular in origin because they are not connected to a particular religious faith. Some other holidays such as Christmas have religious origins but that are also celebrated as secular holidays. Many holidays with religious origins also have secular activities and symbols associated with those holidays.
- 3.3. Activities and symbols used broadly throughout the community without a corresponding connection to the religious origins of a holiday will usually be secular in nature.

Examples:

- 3.3.1. Secular symbols associated with Christmas include Santa Claus, Christmas trees, candy canes, gifts, lights, poinsettias, snowflakes, and bells. Songs such as “Frosty the Snowman” and “Jingle Bells” are secular because they do not have a religious basis. In contrast, a nativity scene depicting the birth of Jesus is a religious symbol. Christmas carols about the birth of Jesus such as “Silent Night” or “Joy to the World” are religious in origin.
- 3.3.2. Secular symbols associated with Easter include bunnies, ducklings and Easter eggs. In contrast, the cross or anything depicting the death or resurrection of Christ are religious symbols.
- 3.3.3. A secular symbol associated with Hanukkah is the dreidel. In contrast, the menorah is predominantly considered a religious symbol. A secular symbol associated with Rosh Hashanah (Jewish New Year) is apples and honey which represents the hope for a sweet new year while a rams horn (shofar) is a religious symbol used during ceremonies on Rosh Hashanah and Yom Kippur and is intended to call the Jewish people to a spiritual reawakening on those days.
- 3.3.4. The District will add more examples to include additional cultural events, festivals and celebrations as the need arises.
4. Learning About Diversity
- 4.1. Learning about different cultures facilitates students’ understanding, tolerance and respect for the ideas and beliefs of others. Such instruction is presented objectively and is supportive of tolerance and understanding. This can include discussion about religious holidays and traditions where such discussions further a secular program of education. For example, in the context of a classroom unit about multiple religions and cultures, students may learn about religious symbols from various traditions.

5. Religious Accommodation

- 5.1. Recognizing diversity includes understanding that some students may have specific needs for religious reasons and that they may not be participating in some activities as a result.
- 5.2. When a student or parent identifies the need for an accommodation plan for religious reasons, the District works with the student and parents to develop an appropriate plan for the student in accordance with the Multicultural Recognition Policy.
- 5.3. Administrative Procedure 202 states:
 5. School staff, parents and students (where age appropriate) will, through a collaborative process, develop a written accommodation plan where the need for such a plan has been identified by the parent or student (where age appropriate). Appropriate staff will be made aware of all accommodation plans so developed.
- 5.4. Accommodation plans describe the accommodation for the individual student. The plan may include matters such as observance of major religious holy days, dietary requirements, religious attire, or participation in activities or events, even if those activities or events are secular. If an accommodation plan includes a restriction on participating in certain holiday activities, the plan is developed in a way that respects the individual request and also maintains opportunities available to other students to experience such multicultural activities.
- 5.5. A general resource available in schools with regard to religious accommodation is “Appendix 1 – Descriptions of Religious Requirements, Practices and Observances”, from *Accommodation of Religious Requirements, Practices, and Observances: A Guideline*. This resource was developed by the York Region District School Board and provides an introduction and overview of religious requirements associated with different religions.

Reference: Section 17, 20, 22, 65, 85 School Act
Employment Equity Act
Human Rights Code
BC Multiculturalism Act
Charter of Rights and Freedoms, Constitution Act, 1982
Official Languages Act
Accommodation of Religious Requirements, Practices and Observances: A Guideline
Diversity in BC Schools: A Framework
Statement of Education Policy Order OIC 1280/89

Adopted: November 4, 2014
Amended: September 1, 2018

Administrative Procedure 204

AP 204 – LEARNING RESOURCES

Background

In alignment with Board of Education policies, the Cowichan Valley School District promotes the development of a resource-rich learning environment in its schools by providing a wide variety of learning materials to meet student needs. Learning resources include the following:

1. Provincially recommended learning resources
2. Locally approved learning resources
3. Library materials

The Ministry of Education and Child Care no longer conducts evaluations to recommend learning resources, and revised the Provincial Learning Resource Policy in July 2017: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/learning-resources>

The Superintendent has responsibility for resource evaluations.

- The Superintendent may delegate the responsibility for the selection and acquisition of learning resources to qualified Cowichan Valley School District staff.
- Principals and Vice Principals are responsible for learning resources at their schools.

The selection and use of some learning resources may involve sensitive issues or topics that may solicit conflicting value positions within the school district community. Examples of sensitive issues include but are not limited to:

- Religious beliefs
- Relationships
- Human sexuality
- Cultural and family values
- Substance use

Criteria for Learning Resource Use and Selection

Learning Resources should:

- Support the learning standards of the curriculum;
- Prioritize the principles of inclusion, diversity, freedom to read, listen and view;
- Assist students in making connections between what they learn in school and real-life situations and applications;
- Be developmentally and age appropriate;
- Reflect the diversity of individuals, their unique ability levels and learning preferences;
- Reflect evidence-based, effective instructional and technical design;

- Meet the requirements set by copyright and privacy legislation (Freedom of Information and Protection of Privacy Act);
- Reflect an awareness of our pluralistic society, and an understanding of the contribution made by groups who traditionally face discrimination and marginalization.

Evaluating resources from the perspective of social considerations can be one of the most challenging aspects of the evaluation process. The evaluation must consider many aspects within the context of community, societal values, and standards, to determine the suitability of the resource for instructional use in Cowichan Valley Schools. Factors to consider include approaches to equity, inclusion, Indigenous knowledge, gender, and gender identity, among others.

Request of Review:

Despite all care taken to select appropriate materials for student and teacher use, objections to learning resources may occur.

A request for review of a print or non-print learning resource means a formal complaint has been received by a school about the appropriateness of a resource from a student, District employee, or parent/guardian.

Procedure:

Request for Learning Resource Reconsideration - Process

1. Request for Reconsideration – Step One - School Level

- 1.1. The school receiving a complaint regarding a learning resource shall try to resolve the issue at the school level.
- 1.2. The Principal shall request in writing the specific aspects about the resource that is of concern (content, wording, specific page numbers).
- 1.3. The Principal shall review the information with an ad hoc review committee that includes the teacher librarian, classroom teacher(s) and may include a PAC (Parent Advisory Council) parent and student where appropriate.
- 1.4. After the review, the Principal shall provide a decision and explain the school's selection procedure, rationale, and criteria used.
- 1.5. If the complaint is not resolved at the school level, the next step in the process will be explained by the Principal.

2. Request for Resource Reconsideration – Step Two - District Level

- 2.1. If not resolved at the school level, a Request for Reconsideration of Learning Resources form will be submitted to the District.

2.2. The Director will convene a District Learning Resources Review working group to review the submission. The working group could be composed of:

- Director of Instruction
- Teacher-Librarian not previously involved
- Representative from the Cowichan Valley Principal/Vice-Principal Association (1 elementary and 1 secondary)
- Representative from the Cowichan Valley Teachers' Federation

2.3. The committee reviews the submission.

2.4. At the conclusion of the review process, the Director advises the Superintendent, and subsequently informs the complainant, in writing, of the results of the working group's deliberations.

2.5. This concludes the Request for Resource Reconsideration process.

2.6. If the complainant is not satisfied with the outcome; they are directed to review the options available under the Cowichan Valley School District [Board Policy 13 - Appeals Procedure Bylaw](#).

3. Working group criteria for Reviewing Resources

3.1. Examination of the reconsidered resource ensuring it aligns with **Criteria for Learning Resource Use and Selection** and examining learning resource as a whole, rather than on passages or sections taken that may have been taken out of context.

Resources

Board of Education Policy 25: Identity, Belonging, and Connection
Board of Education Policy 13: Appeals Procedures Bylaw
BC Ministry of Education and Child Care Curriculum

SOGI-123 Resources

Adopted: May 2, 2023

Administrative Procedure 205

AP 205 – SENSITIVE ISSUES

Background

The District recognizes that controversy is a natural element of a democratic society, associated with learning. The study of controversial issues is therefore an appropriate and necessary part of the school program.

In supporting the study of controversial issues, the District has three objectives:

- The development of good citizens through the educational system;
- The encouragement of responsible citizenship through the ability to discuss, listen and dissent;
- The support of skill development in:
 - Analyzing issues;
 - Respecting the opinion of others;
 - Distinguishing between fact and opinion and alternative points of view;
 - Considering all pertinent factors in reaching decisions;
 - Arriving at group decisions.

Procedures

1. The teaching of controversial issues will be productive when:
 - 1.1 The teacher keeps the Principal and parents informed when they perceive those sensitive issues, like the use of offensive language, such as but not limited to disparaging statements based on race, colour, ancestry, place of origin, political belief, religion, gender expression, gender identity, sexual orientation, marital status, family status, physical or mental disability, will be involved.
 - 1.2 The issues have relevance and therefore interest for the student.
 - 1.3 The topic and materials used are appropriate for the age group.
 - 1.4 The topic is related to school programs.
 - 1.5 Alternative points of view are properly and fairly presented.
 - 1.6 The students have free access to appropriate materials and information for analysis and evaluation of the issues.
 - 1.7 The teacher is able to create an atmosphere of mutual respect and thoughtful consideration, where discussion of a variety of viewpoints is encouraged.

Reference: Sections 7, 8, 17, 20, 22, 65, 76, 85 School Act
Civil Rights Protection Act
Human Rights Code
Canadian Charter of Rights and Freedoms
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)

Adopted: September 1, 2018
Revised: September 1, 2023

AP 206 - PLAN FOR ALTERNATIVE DELIVERY OF HEALTH AND CAREER EDUCATION K-9 AND PLANNING 10

Background

The District provides the opportunity for students, upon request of their parents, to opt for an alternative delivery of instruction with regard to specific prescribed learning outcomes in the Health curriculum organizer of:

- [Physical & Health Education K to 12](#)

The Health curriculum organizer addresses topics which may be sensitive for some students and their parents. It acknowledges that the family is the primary educator in the development of a child's attitudes, standards and values, and that these individual values are respected. The school plays a developmental role and works closely with parents and students in the achievement of these learning outcomes.

The student, their parents and school staff work in partnership to ensure that the learning outcomes of the Health curriculum organizer are achieved through this alternative delivery.

Procedures

1. Alternative delivery is a formal process whereby parents may request that their child not participate in classes where sensitive topics within the Health curriculum organizer of Physical & Health Education K to 12 are discussed.
2. The student will address these topics in an alternative manner such as home instruction, independent directed study or distributive learning.
 - 2.1 The time and effort required of the student through alternative delivery is to be similar to that provided through regular classroom instruction.
3. In order to make an informed decision regarding the participation of their child within the Health curriculum organizer of Physical & Health Education K to 12, parents will be provided with the opportunity to preview any learning resources to be included as part of the instructional program.
 - 3.1 This is to be completed well before the intended delivery of the program in the classroom.
 - 3.2 Should parents then determine that they would prefer an alternative method of program delivery a meeting will be held with the parents, the student and the appropriate educators:
 - 3.2.1 To identify the learning outcomes which must be achieved,
 - 3.2.2 To agree upon a plan by which this will be undertaken, and

3.2.3 To achieve consensus on the assessment criteria to be used to evaluate student progress.

4. Specific steps in this process are described as follows
 - 4.1 A formal request for alternative delivery of specific topics within the curriculum will be submitted by the parents.
 - 4.2 At a meeting, the student (when appropriate), the parents and the teacher collaboratively develop an outline of the plan to be followed.
 - 4.3 Parents/guardians must give their consent to opt for an alternative delivery of learning outcomes as well as the method of delivery.
 - 4.4 The Principal, student and parent agree to the option chosen for alternative delivery and the method of demonstration to meet the prescribed learning outcomes.
 - 4.4.1 The expectations and standards of the learning outcomes are to be similar to the ones for other students.
 - 4.4.2 This plan is to be signed by all participants.
 - 4.5 The alternative delivery plan is filed with the teacher with a timeline of expected completion.
 - 4.6 Responsibility for demonstrating knowledge of these learning outcomes rests with the student.
 - 4.6.1 The regular classroom teacher will determine whether or not the learning outcomes have been achieved.
 - 4.6.2 The report card comments will indicate the part of the course which was completed outside of the classroom.

Reference: Sections 7, 8, 17, 20, 22, 65, 76, 85 School Act
Civil Rights Protection Act
Human Rights Code
Canadian Charter of Rights and Freedoms
School Regulation 265/89
Educational program Guide Order M333/99

Adopted: September 1, 2018

AP 212 - FRENCH IMMERSION

Background

French Immersion programs offered in the District reflect Ministry of Education Policy. The District recognizes that French Immersion programming benefits the cognitive and social development of students, as well as their opportunities for career advancement.

Procedures

1. Program Objectives
 - 1.1 French Immersion is a separate program where instruction is offered in the French language for second language learners.
 - 1.2 Instruction in the Immersion program will parallel the regular English program in structure, content and academic standards.
 - 1.3 The major goal of French Immersion is to provide the opportunity for non-Francophone students to become bilingual in English and French.
 - 1.4 Upon successful completion of the French Immersion program, it is expected that the students will be able to:
 - 1.4.1 Participate easily in conversations in French and English;
 - 1.4.2 Take post-secondary courses with French as the language of instruction; and/or
 - 1.4.3 Accept employment with French as the language of the workplace.
2. Availability
 - 2.1 French Immersion program establishment and/or expansion will be considered when there is sufficient demand, dependent on the availability of classroom space, and qualified professional staff.
 - 2.2 In an attempt to make equitable provision for entry into French Immersion programs within the District, the concepts of regional access and equal opportunity will be considered when selecting locations.
 - 2.3 The choice of school is based on determining a convenient location, in a school where sufficient space is available, and where it is evident that space for future needs is available.
 - 2.4 Attendance areas shall be established for each school hosting a French Immersion program. These attendance areas shall be defined in terms of regular program elementary school attendance areas.

3. Student Eligibility

- 3.1 Children five years of age between January 1 and December 31 in any one year may enter immersion kindergarten in September of that same year.
- 3.2 Openings which occur during immersion kindergarten will be filled as they occur from the waiting list.

4. Selection Process

- 4.1 District staff develops priorities to govern access to French Immersion programs, taking into account siblings and attendance areas.
- 4.2 Where applications exceed places available in any situation, placement is made on the basis of priorities set out in 4.1 above and a random draw is made from all applicants not able to be placed by priority.
- 4.3 When necessary, District staff in cooperation with administrators and parent representatives shall conduct a draw and maintain a waiting list.

5. Student Transfers

- 5.1 Students without previous French immersion exposure will not be admitted beyond September 30 of grade 1 unless they are able to demonstrate the required skills and abilities.
- 5.2 Students from outside the District who have French immersion experience will be placed by District staff, following an evaluation and consideration of the departure point from their previous school.

6. Promotion and Assessment

- 6.1 Students who wish to leave French Immersion may be able to receive some credits for core French through a challenge process.

Reference: Sections 8.2, 17, 20, 22, 65, 75, 85 School Act
School Regulation 265/89
Education Program Guide M333/99
Section 23 Canadian Charter of Rights and Freedom

Adopted: May 18, 2005
Amended: September 1, 2018

Administrative Procedure 213

AP 213 - INCLUSIVE LEARNING: SERVICES AND PROGRAMS

Background

The District provides learning opportunities which reflect inclusive practices consistent with legislation, policies, procedures, and guidelines established by the Ministry of Education and Child Care. We are committed to providing learning experiences that are equitable and meaningful to learners.

Cowichan Valley School District honours diversity and is committed to providing culturally-appropriate, student-centered programs, learning resources and instructional approaches that meet the diverse needs of learners.

The District promotes inclusive learning environments that align with the Ministry of Education and Child Care's philosophy on inclusion, which states that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their education. This includes providing inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities and diverse abilities.

Services and programs include a continuum of support that aligns with the diverse learning needs of students, including students who require specialized instruction reflected in an Individualized Education Plan (IEP).

When identifying, assessing, and designing instruction for learners with designated diversities, the District and school teams will:

1. Identify and utilize a variety of resources, strategies, and approaches to facilitate students' learning goals;
2. Discuss and collaborate with the student's dignity in mind;
3. Ensure that school and District staff with knowledge and expertise collaborate to design and monitor programming;
4. Develop and foster strong relationships with the student and the student's family;
5. Participate in collaboration with outside agencies to help inform instruction and intervention;
6. Consult best practice and relevant research to make evidence-based decisions;
7. Consider the safety of the student, the staff and the school community, while recognizing the importance of being proactive, restorative, and educative;
8. Follow current Ministry guidelines, Local Education Agreements, and District procedures, guidelines (e.g., Health and Safety, Communicating Student Learning, Code of Conduct, Identity, Belonging, and Connection, etc.).

Reference: Sections 6, 11, 17, 20, 22, 26, 85, 88, 89, 91 School Act
School Regulation 265/89
Individual Education Plan Order M638/95
Special Needs Students Order M150/89
Support Services for Schools Order 149/89
Special Education Services: A Manual of Policy, Procedures and Guidelines
Cowichan Valley School District School Based Team Handbook

Administrative Procedure 215

AP 215 – DISTRICT USE OF TECHNOLOGY

Background

This administrative procedure outlines guidelines for supporting responsible and effective use of technology in Cowichan Valley Schools. Technology, when integrated appropriately into the curriculum, can enhance learning, promote creativity, and prepare students to be future-ready citizens. It is our goal to create a safe and conducive learning environment that maximizes the benefits of technology both for learning and organizational business processes, while providing security and protection of privacy for users.

Procedure

1. User Training and Education

- 1.1. The District will establish training opportunities for staff, students, and when possible, for parents, regarding responsible, safe, and effective technology use.
- 1.2. Training should cover topics such as digital citizenship, cyber-safety, ethics, security, privacy, artificial intelligence (AI), and effective technology use in an educational context.
- 1.3. Administrators will model effective use of technology.

2. District Technology Advisory Committee

- 2.1. A District Technology Advisory Committee shall be established each year and act as an advisory body.
- 2.2. The Committee shall be chaired by the District Principal of Instruction and Innovation and be composed of elementary, secondary and District staff representatives. All meetings shall be open to any interested staff member and students.
- 2.3. The District Technology Advisory Committee shall annually review Administrative Procedure 215 – District Use of Technology and recommend revision, if necessary.

3. Technology Requests

- 3.1. All technology purchases shall be approved by the District Principal of Instruction and Innovation and/or through the District Technology Advisory Committee.

4. Technology Infrastructure and Security

- 4.1. Technology infrastructure, including hardware and software, will be maintained at a level to ensure it meets necessary security and privacy standards.
 - 4.1.1. This will include regularly updating and maintaining systems and software to protect against security threats and vulnerabilities.
- 4.2. Role-based access control systems will be in place to restrict access to sensitive data and grant access only to authorized personnel.

5. Data Privacy and Security

- 5.1. The District will take measures to protect users' privacy by moving towards a zero-trust standard. A zero-trust standard is one where a user's identity is never trusted by default, but always verified through a two-step process to confirm the credentials of who or what is accessing District systems.
- 5.2. The importance of data privacy and security among staff and students will be supported through annual training opportunities.
- 5.3. Training will include information on data protection regulations and specific steps to take around responsible data handling.
- 5.4. Network decryption will be used on specifically approved data classifications to allow for identification of malicious actors and attack threats.
- 5.5. The District will collect and store only the data that is necessary for educational purposes and delete data when it is no longer needed.
- 5.6. A registry of where personal information is stored and across what applications will be maintained and updated on a regular schedule.

6. Network Monitoring and Compliance

- 6.1. The District will utilize network security monitoring tools to monitor for security threats from malicious actors and to ensure compliance with technology use procedures by staff, students, and guests.
- 6.2. Staff will monitor and audit technology use to identify and address any inappropriate or unsafe online behaviors.

7. Video Surveillance

- 7.1. Video surveillance will be used when necessary to increase security and safety of building spaces.
- 7.2. Use of video surveillance will be governed by applicable privacy standards and policies related to collection and retention of data.

8. Incident Reporting

- 8.1. The District will establish a clear process for reporting technology-related incidents, including cyberbullying, harassment, and policy violations.
- 8.2. Incidents will be investigated promptly and addressed according to the District's established protocols.

9. Review and Maintenance

- 9.1. Staff will conduct regular reviews of technology procedures and business operation needs to ensure alignment with current technology trends, privacy, legal requirements, and the fast-changing technology landscape.
- 9.2. The review may involve stakeholders, including teachers, support staff, parents, and students.

This Administrative Procedure serves as a practical guide for supporting a secure, productive, and responsible technology environment in the Cowichan Valley School District. Administrators, staff, and users must work collaboratively to support these processes so that students are provided the skills and access to technology tools that create future ready graduates.

Reference: Sections 17, 20, 22, 65, 85 School Act
Adopted: January 2024

AP 216 - CAREER PREPARATION PROGRAMS

Background

Career Preparation Programs are important learning opportunities for students as they transition from secondary schools to the world of work. Career Preparation Programs include Work Experience courses Youth Work in Trades governed by Work Experience Ministerial Order 237/11.

Work Experience (WEX) and Youth Work in Trades courses are in addition to the thirty (30) hours work experience or community service graduation requirement in the Graduation Transitions program. Elective work experience is defined in the WEX Program Guide as “part of an educational program which provides a student with an opportunity to participate in, observe or learn about the performance tasks and responsibilities related to an occupation or career” (p.3). Youth Work in Trades programs are defined in the SSA Program Guide as “an educational program that consists of work-based training where secondary students register as apprentices with the Industry Training Authority” (p.3).

In the implementation of Career Preparation Programs, the standards for Ministry Work Experience and Youth Work in Trades programs must be upheld with an emphasis on work-site safety and student conduct.

Procedures

1. Work Experience
 - 1.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, and the Work Experience Program Guide, the District authorizes participation in Work Experience programs for students who are fourteen (14) years of age or older.
 - 1.2 Principals are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Ministry-Authorized Work Experience Courses.
 - 1.3 Principals are responsible to ensure that, in accordance with Ministry guidelines and District administrative procedures, all documentation is completed and filed as outlined in the [Program Guide for Ministry-Authorized Work Experiences Courses](#) (link, with specific attention to the Work Experience Placement Agreement (Form 216-1) and WorkSafeBC Clearance Letter (Form 216-2).
 - 1.4 Skills learned in all Work Experience placements must be related to a student’s career focus and shall include hands-on work experience, job shadowing, and/or career mentoring at a standard work site, a non-standard community site created specifically for work experience or a career simulation.
 - 1.5 All work experience students must be supervised by a designated on-site Work Site Employer that is subject to the Worker’s Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Ministry-

Authorized Work Experience Courses guidelines.

- 1.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the orientation by a supervising educator before a workplace placement commences.
- 1.7 Students with special needs are to have access to all career education opportunities available to other students in the school they attend if one or more career objectives are identified in the student's Individualized Education Plan (IEP). Within the regular curriculum, accommodations for students with an IEP may include:
 - 1.7.1 Increased time for vocational training;
 - 1.7.2 Appropriate on-site supervision and support in the workplace; and,
 - 1.7.3 Specific and direct opportunities to increase work related skills.
- 1.8 For students undertaking the Adult Graduation Certification, recognition of current or past work can be used for credit recognition through a prior learning assessment.

2. Youth Work in Trades

- 2.1 In accordance with Ministry of Education policies, Work Experience Ministerial Order 237/11, Youth Work in Trades Program Guide, the District authorizes students who are fourteen (14) years of age or older, to participate in Youth Work in Trades programs. Graduated School-Age Students may also participate in the Youth Work in Trades Program.
- 2.2 Youth Work in Trades educators are responsible for implementing and evaluating the prescribed learning outcomes from the Program Guide for Youth Work in Trades.
- 2.3 Principals are responsible to ensure that, in accordance with Ministry guidelines and District administrative procedures all documentation is completed and filed as outlined in the [Program Guide for Secondary School Apprenticeship](#), with specific attention to the ITA Youth Apprentice and Sponsor Registration Forms (Form 216-3) and the WorkSafeBC Employer Clearance Letter (Form 216-2).
- 2.4 Educators along with Employers/Sponsors must establish a training plan, as outlined in the District Career Preparation Program Guide, that articulates the skills and areas of knowledge to be developed, based on the program outline for the particular trade.
- 2.5 The District Youth Work in Trades programs must be related to a student's career focus and be supervised by a designated on-site Work Site Employer that is subject to the Worker's Compensation Act; and, monitored and evaluated by a District educator in accordance with the Program Guide for Youth Work in Trades.
- 2.6 Compliance with WorkSafeBC standards and procedures is mandatory, with an emphasis on the mandatory orientation by a supervising educator before a workplace placement commences.

Reference: Sections 20, 22, 65, 75, 85 School Act
Workers' Compensation Act
Workers' Compensation Coverage Order OIC344/11
Graduation Program Order M302/04
Work Experience Order M237/11
Policy Circular 95-05 Earning Credits in Career Programs
Program Guide for Ministry-Authorized Work Experience Courses

Administrative Procedure 219

AP 219 - LOCALLY DEVELOPED COURSES/BOARD AUTHORITY AUTHORIZED COURSES AND INSTRUCTIONAL MATERIALS

Background

The District supports the development of locally developed courses in order to offer a wider range of course offerings and to meet unique or specific needs of District students.

Procedures

1. In developing a Board Authority Authorized Course, the following steps shall be followed:
 - 1.1 Complete the current BAA template.
 - 1.2 Course is submitted to the Principal for review.
 - 1.3 The Principal brings to the Secondary Principals Meeting for recommendation to the Superintendent.
 - 1.4 The Superintendent refers the BAA course to the Board Education and Business Committee for recommendation to the Board.
 - 1.5 The Board of Education, by motion, approves the course.
 - 1.6 The approved Course is submitted to the Ministry of Education and Child Care for credit on the Graduation Program.

2. The Board has retained authority for final approval.

Reference: Sections 17, 20, 22, 65, 75, 85 School Act
Board Authorized Course order M285/04
Graduation Program Order M302/04

Adopted: January 21, 2004
Amended: September 1, 2018

AP 255 – ANIMALS IN SCHOOLS

Background

The District strives to ensure the health and safety of students, staff, and others on District property. Further, the District recognizes that there are valid instructional and/or therapeutic reasons for animals to be on District property. This Administrative Procedure speaks to balance these interests.

Procedures

1. To support the health and safety of students, staff, parents and others on District property, animals are not permitted on District property without the prior, written permission of the Principal. This general prohibition includes, but is not limited to, dogs, cats, birds and potentially dangerous exotic animals.
2. The above notwithstanding, animals are permitted to be on District property to support prescribed learning outcomes and/or for therapeutic purposes, again, with the prior written approval of the Principal. Animals which may be permitted on District property include but may not be limited to the following:
 - 2.1 Trained [service or guide dogs](#) brought by a person with a disability,
 - 2.2 Police dogs under the control of a police officer,
 - 2.3 Pets brought during a day for instructional purposes such as “show and tell” or for a demonstration at a school assembly, and
 - 2.4 Small animals kept in the classroom or school under the supervision and care of a teacher. The teacher shall have a definite instructional purpose for maintaining these animals in the classroom.
3. Small animals maintained in the classrooms or school shall be kept confined in a cage or an aquarium and shall not include larger animals such as dogs or cats.
4. Prior to bringing any animal onto District property, the teacher shall ensure that no children with allergies or who are fearful of the animal will be adversely affected.
5. Animals brought into the school for instructional or therapeutic purposes shall be healthy, under the teacher’s care and control, or that of a responsible adult, and highly unlikely to scratch or bite.
6. While at the school, the animals shall be safely cared for and treated humanely.
7. A plan shall be in place to care for the animal when school is not in session and when the unit of study is completed.

8. The Superintendent, may withdraw permission for the animal to be at school or on school grounds at any time if animal hygiene, animal welfare, student safety, or staff safety becomes an issue.

Reference: Sections 8, 17, 20, 22, 65, 85, 177 School Act
Guide Dog and Service Dog Act, Chapter 17

Adopted: September 1, 2018

AP 255 – ANIMALS IN SCHOOLS

Background

The District strives to ensure the health and safety of students, staff, and others on District property. Further, the District recognizes that there are valid instructional and/or therapeutic reasons for animals to be on District property. This Administrative Procedure speaks to balance these interests.

Procedures

Apart from Assistance Dogs, animals, including all pets, should not be kept or brought onto school properties, into schools or District facilities. The presence of animals presents many problems which include safety and liability issues. Classroom projects where animals are included or long-term education-focused exhibits may be excluded, with Principal approval.

Approved animals, including Assistance Dogs, must not be allowed to roam freely within the school or District facility setting.

Animals must not be left in schools or other District facilities during holiday periods.

Animals shall be housed in suitable sanitary self-contained enclosures appropriate to the size of the animal.

Principals must notify the Facilities department should there be any maintenance or operations impact or needed support.

The safe and respectful removal of animals can be referred to the Duncan branch of the BC SPCA by calling (250) 746-4646.

Assistance Dogs

The following types of Certified Assistance Dogs encompassed in this administrative procedure include:

- Autism Support Dogs – Dogs trained as assistants for persons with autism;
- Hearing Dogs – Dogs that alert individuals who are deaf or hard of hearing to specific sounds;
- Seizure Response Dogs – Dogs trained to provide emergency response for persons with epilepsy;
- Service Dogs – (as defined by the BC Guide Dog and Service Dog Act) are Dogs trained to assist individuals who utilize a wheelchair;
- Guide Dogs – (as defined by the *BC Guide Dog and Service Dog Act*) are Dogs trained as a guide for a blind or visually-impaired person.
- Therapy Dogs – Dogs trained to decrease anxiety and provide psychological or physiological therapy to individuals.

Assistance Dogs will wear a dog vest to ensure it is clearly identified as a support animal.

Application for an Assistance Dog

Prior to the admittance of an Assistance Dog to the school, parents/guardians must:

1. Provide a letter to the School District requesting Assistance Dog admittance. The letter must outline the benefits of having an Assistance Dog attend school with their child and include their plan for the care and supervision of the Assistance Dog while at school.
2. Provide a copy of the letter of recommendation from an appropriate professional confirming the diagnosis of a recognized disability, including a recommendation for the use of an Assistance Dog.
3. Provide a Certificate of Training for the Assistance Dog from an accredited agency such as the International Guide Dog Federation (IGDF) or Assistance Dogs International (ADI).
4. Agree to pay for any additional costs incurred by the School District and/or school related to the Assistance Dog (e.g. appropriate training for School District staff members, bus and/or classroom modifications).
5. Arrange for the personal care and physical needs of the Assistance Dog, including at least one bio-break procedure per day and providing appropriate bedding (e.g., bed or blanket) and water bowl.
6. Accept responsibility for the actions of the Assistance Dog by signing a School District release of liability.
7. Annually, provide the School District with proof of a municipal dog license, proof of annual re-certification from the appropriate agency and proof of up-to-date vaccinations provided by a Doctor of Veterinary Medicine confirming that the Assistance Dog is in good health.

School and District Responsibilities

The School District shall not be responsible for the training, feeding, grooming or care of any Assistance Dog permitted to attend school or ride on school buses under this procedure.

Under the direction of the Principal, school staff will:

1. Ensure that the use of an Assistance Dog is consistent with the needs or recommendations of the student's Individual Education Plan (IEP).
2. Arrange a case conference with parents/guardians, classroom teacher(s), appropriate student support staff, a representative from the appropriate agency, the student (when appropriate), other consultants if necessary, and the Director of Instruction – Inclusive Education, to discuss:
 - The purpose and function of the Assistance Dog;
 - The personal care and physical needs of the Assistance Dog including:
 - The safest and most environmentally sound place for the Assistance Dog to relieve itself;
 - Removal and disposal of animal waste;
 - Provision of a suitable container for waste; and
 - Considerations for seasonal changes and inclement weather;
 - Classroom considerations such as seating arrangements;
 - Any necessary changes in routine, procedures and program changes;
 - Arrangement for the Assistance Dog to visit the school without students present to

- familiarize it with the school site prior to commencement of services;
 - A transition plan for the Assistance Dog and the student;
 - A timetable for the introduction of the Assistance Dog to the school and class and for the training of the student's school team (Principal, Teacher(s), Education Assistant(s), etc.);
 - Rules of conduct around the Assistance Dog for students, staff and the public; and disseminating and regulating such rules.
3. Ensure the following letters are provided to all students/families attending the school, to inform:
 - The school community of the arrival of the working Assistance Dog, its purpose, rules and regulations regarding the existence of the Assistance Dog at the school.
 - The students in any of the classes where the Assistance Dog will be present to elicit information concerning allergies, or extreme phobias from the students' parents/guardians.
 - The students who will be sharing transportation where the Assistance Dog will be present.
 4. Retain all letters regarding the Assistance Dog in the student's cumulative file.
 5. Inform all staff including teachers, educational assistants, custodians, support staff, volunteers, and health and safety representatives of the Assistance Dog(s).
 6. Contact the School District Transportation Department regarding any transportation requirements.
 7. Arrange for demonstrations from the appropriate agency or another certified Assistance Dog organization for the student body, staff and the community as required to provide education and awareness of Assistance Dogs in schools.
 8. Revise emergency procedures as required to include the Assistance Dog, such as evacuations, and notify the fire department regarding the existence of the Assistance Dog.
 9. Post appropriate signage at the school entrance, which informs visitors of the presence of an Assistance Dog.

Dog Handlers

The School District must approve any person who is authorized to assist in the care and supervision of the Assistance Dog while on school property.

The term Handler refers to the adult Dog handler that was part of the certification process for a particular Dog.

Responsibilities of the Handler:

- The Handler will provide evidence that they have been certified as part of the Dog team;
- The Handler will provide a police record check with vulnerable sector screening (VSS);
- At no time will the Handler and Dog be alone with students;
- The Dog will always be under the direct control and supervision of the Handler. The Handler will be aware of the Dog's behaviour at all times. If any changes in behaviour occur that may affect the safety of the children, the Handler will immediately remove the

- Dog from the school and notify the Principal;
- Staff members cannot, at any time, assume the role of Handler;
- The Handler will respect the confidentiality of all information received regarding students or staff members while providing services in the school. The Handler will not share or disclose any confidential or personal information that may be directly or indirectly disclosed to them.

Removing or Excluding Assistance Dogs from School

The School District may remove or exclude from school facilities or property any Assistance Dog for reasons it deems appropriate. This includes but is not limited to times when the Assistance Dog poses a direct threat to the health or safety of the employee or student or others at school, causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school or a school event.

Examples of such include, but are not limited to:

- The Assistance Dog urinates or defecates in inappropriate/non-designated locations;
- The Assistance Dog vocalizes unnecessarily (e.g., barking, growling or whining);
- The Assistance Dog shows aggression towards people or other animals;
- The Assistance Dog solicits or steals food or other items from the student body or school personnel;
- The Assistance Dog is unable to perform reliably the service for which it has been approved;
- The Assistance Dog is not under the full control of the student with the disability or the Handler;
- The Assistance Dog is a public health threat as a result of being infested with parasites or having a communicable disease of the skin, mouth or eyes;
- The Assistance Dog is unclean and unsanitary;
- The Assistance Dog's presence significantly impairs the learning of students;
- The student, or the student's parents/guardians fail to provide or maintain current documentation required by these regulations; and
- The student, or the student's parents/guardians fail to abide by any additional conditions of the terms of an Individual Education Plan regarding their Assistance Dog.

Transportation of an Assistance Dog

When approving an Assistance Dog for a student with a disability at school, the District may need to provide directions for transporting the student and the Assistance Dog.

Prior to an Assistance Dog being allowed into a School District vehicle, the driver will meet with the Assistance Dog's owner. The owner is responsible for providing information to the driver and bus assistant regarding critical commands needed for daily interaction and emergency/evacuation.

The Assistance Dog's owner should provide an orientation to students riding the bus with the Assistance Dog regarding the Dog's functions and how students should interact with the animal; and

- The Assistance Dog should practice any bus evacuation drills with the student;
- The Assistance Dog should board the bus by steps, not on a lift;
- The Assistance Dog should be positioned on the floor, at the student's feet.

Situations that would cause cessation of transportation of the service animal include:

- The Assistance Dog's behaviour poses a direct threat to the health or safety of others;
- The Assistance Dog urinates or defecates on the bus;
- The Assistance Dog does not remain in the designated area.

If transportation is suspended due to any of the above reasons, transportation may be reinstated after additional training or medical issues are resolved. Parents/guardians should be informed of these consequences prior to the first day of transportation.

Although transportation may be suspended for the Assistance Dog, the School District maintains the responsibility of transporting the student.

Restrictions for Assistance Dogs

Assistance Dogs may be excluded from, or have limited access to, certain areas of school facilities or certain programs for safety reasons. Areas or programs that may be considered off-limits for Assistance Dogs include, but are not limited to: laboratories, mechanical rooms, custodial closets, food preparation areas, areas where protective clothing is necessary, areas which have exposed sharp metal cutting or other sharp objects which may pose a threat to the Assistance Dog's safety, areas with high levels of dust, and areas where there is moving machinery.

The determination to restrict the access of an Assistance Dog to specific programs or areas of that school facility will be on a case-by-case basis.

Conflict Resolution

Employees, students/parents or guardians of a student with medical issues that are impacted by dogs (such as respiratory diseases) should contact the school Principal if they have a concern about exposure to an Assistance Dog. The employee, student/parents or guardians of a student will be asked to provide medical documentation that identifies the disability and the need for an accommodation. The school Principal, in collaboration with the District Principal of Inclusive Learning and, if necessary, a representative from the accredited organization, will facilitate a process to resolve the conflict that considers the needs/accommodations of all persons involved.

Reference: Sections 8, 17, 20, 22, 65, 85, 177 School Act
Guide Dog and Service Dog Act, Chapter 17
Adopted: September 1, 2018
Amended: April 22, 2025

Assistance Animal Agreement

Objectives:

- To ensure the safe inclusion of Assistance animals in the school setting.
- To ensure all parties involved with the presence of an Assistance Dog in schools are aware of their roles and responsibilities.

Assistance Dogs are trained to assist children and adults with their daily living activities and provide physical safety and emotional support. Use of an Assistance Dog by a student, in school or on the Cowichan Valley School District property, may be approved when it has been determined that it helps develop independence or when the student requires such use in order to have equitable access to the services, programs or activities offered by the school, and when the school district's criteria have been met.

Roles and Responsibilities:

- Parents/guardians are responsible for providing appropriate documentation regarding the Assistance Dog and Handler (where applicable), as per Administrative Procedure 255.
- Parents/guardians agree to pay for any additional costs incurred by the School District and/or school related to the Assistance Dog.
- Parents/guardians and/or Handler arrange for the personal care and physical needs of the Assistance Dog, including at least one bio-break procedure per day and providing appropriate bedding (e.g. bed or blanket), and water bowl.
- Parents/guardians and/or Handler accept responsibility for the actions of the Assistance Dog by signing a School District release of liability.
- Parents/guardians and/or Handler will provide the School District with proof of a municipal dog license, proof of annual re-certification from the appropriate agency and proof of up-to-date vaccinations provided by a Doctor of Veterinary Medicine confirming that the Assistance Dog is in good health, annually.
- The Handler will respect the confidentiality of all information received regarding students or staff members while providing services in the school. The Handler will not share or disclose any confidential or personal information that may be directly or indirectly disclosed to them.
- The Dog will always be under the direct control and supervision of the student or Handler. The Handler will be aware of the Dog's behaviour at all times. If any changes in behaviour occur that may affect the safety of the children, the family or Handler will immediately remove the Dog from the school and notify the Principal.
- The School District may remove or exclude from school facilities or property any Assistance Dog for reasons it deems appropriate. (refer to AP 255)
- I am aware of the protocols regarding transportation, restrictions and conflict resolution as per Administrative Procedure 255.

I have read and agree to the above roles, responsibilities and guidelines.

Student Name:

DOB:

Parent Name:

Signature:

Handler Name: (if applicable)

Signature:

School Name:

Date:

SAMPLE LETTER TO THE SCHOOL COMMUNITY (SCHOOL LETTERHEAD)

Date

Dear Parent / Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school.

The Dog will be in the school (times/days). Dates and times may change as required without further notice.

Therapy Dogs are interactive Dogs trained to work for a Handler to provide service and comfort to people. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of Dog) is a highly trained and fully certified Therapy Dog, and we are thrilled to have (him/her) become a member of our school community.

If you have any questions about (name of Dog), please feel free to contact me. There will be information sessions at the school to integrate (name of Dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the Therapy Dog in the school, please contact me. Thank you for your understanding, support, and interest.

Sincerely,

Principal

SAMPLE LETTER TO THE FAMILIES OF CHILDREN IN THE CLASS(ES) (SCHOOL LETTERHEAD)

Date

Dear Parent / Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school assisting our students, and the Therapy Dog will be present in your child's class.

Therapy Dogs are interactive dogs trained to work for a Handler to provide service and comfort to people. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of Dog) is a highly trained and fully certified Dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of Dog) please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

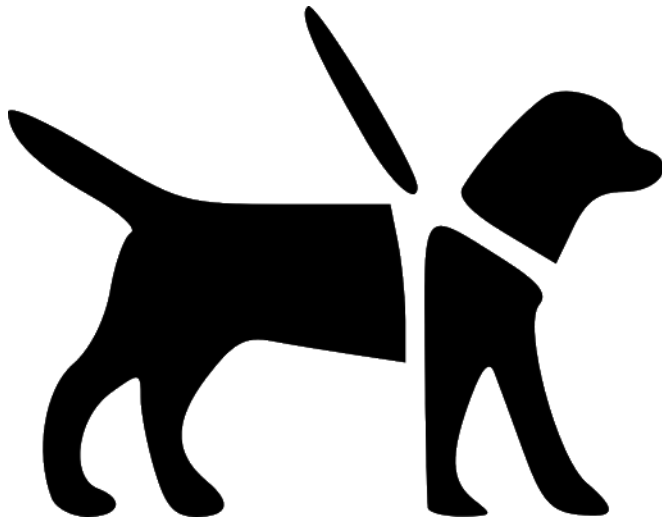
If you have any specific concerns regarding the presence of the Therapy Dog in your child's class, please contact me. Thank you for your understanding, support, and interest.

Sincerely,

Principal

NOTICE:

There is an
ASSISTANCE DOG
working in this school.



Administrative Procedure 260

AP 260 - EDUCATIONAL TRIPS - LOCAL

Educational trips are an integral part of a student's education. Effective learning experiences often result from firsthand observations, or participation in events or activities that occur out in the community away from school.

The District encourages and supports educational trips as part of the learning experience.

Procedures

1. Authorization for educational trips as is follows:
 - 1.1 One-Day Trips
 - Approval at the school level (the Principal), unless high risk
 - 1.2 Multiple-Day
 - Approval at the District level
 - 1.3 High Risk
 - Approval at the District level
2. The Principal must ensure that all educational trips are appropriately planned, authorized, organized and supervised.
3. In requesting approval for educational trips, the appropriate form(s) are required.
 - 3.1 [Form 260-01](#) Curricular and Extra Curricular trips - 2 to 4 days
 - 3.2 [Form 260-02](#) Curricular and Extra Curricular trips - 5 days or more
 - 3.3 [Form 260-04](#) High Risk Curricular and Extra Curricular trips
 - 3.4 [Form 260-05](#) High Risk Consent and Waiver form
4. The following items are required as part of the package that is to be sent to the Assistant Superintendent for approval.
 - 4.1 Completed appropriate Curricular and Extra Curricular Trip Forms.
 - 4.2 Completed High Risk waiver form *if high risk is involved*.
 - 4.3 Brief memo from the Principal indicating: a) support of the trip, b) summary of the information in the package, and c) assurances that **all** safety concerns have been assessed, and managed or eliminated.
 - 4.4 Itinerary/schedule.

- 4.5 Copy of the consent/information letter(s) to parents, with language included that covers the purpose, fees and procedural requirements.
 - 4.5.1 If the trip is optional the letter should indicate that for students who do not participate in this trip, they will be provided with an educational program at school.
 - 4.5.2 If fees are charged, the hardship clause, for those who cannot afford to participate, should be clearly laid out in the letter.
- 4.6 Other additional items that might apply to your trip, such as:
 - 4.6.1 The requirement to provide a signed waiver.
 - 4.6.2 Company waiver forms.
 - 4.6.3 Safety plans, Lifeguard, certifications,
- 5. Once approval has been granted notification will be provided via email and the application will be filed at the District Office. Applications for Curricular trips that are 2 – 4 days in duration and not high risk, ([260-01](#)) will be returned.

Reference: Sections 17, 20, 22, 65, 75, 85 School Act
Motor Vehicles Act
Collective Agreements

Adopted: September 1, 2018

Amended: October 11, 2018

AP 260 – APPENDIX - GUIDELINES FOR ORGANIZING EDUCATIONAL TRIPS

1. General

- 1.1 Standard educational trips organized as part of the regular school program, occurring on one calendar day and presenting the usual or lower risk to students, require only the approval of the Principal.
- 1.2 Permission and transportation forms are to be kept at the school for one (1) year.
- 1.3 The following guidelines are to be observed when planning field trips:
 - 1.3.1 The safety, security, supervision, and well-being of students must be the prime consideration when planning a trip.
 - 1.3.2 Arrangements must be made for students not participating in the trip and for the instruction of classes normally taught by teachers who will accompany students on the trip.
 - 1.3.3 The teacher and school office must have a student roster list including home and emergency contact information for all participants.
 - 1.3.4 At least one supervising adult will have a cellular phone or another radio communication device available for emergency use.
 - 1.3.5 The teacher must carry or have access to a first aid kit during the field trip.
 - 1.3.6 A copy of each student's medical form must be available to staff on multiple-day field trips in case of medical emergencies.
- 1.4 Refer parents to District approved student accident provider (see [AP 531](#)).

2. High Risk Guidelines

- 2.1 No fewer than two supervisors shall accompany students on any trip and at least one of these shall be a teacher from the school organizing the trip. It is recommended that there be at least one adult for every twelve (12) students and at least one adult for every eight (8) students when participating in a high-risk activity unless otherwise required by company, facility or circumstance.
- 2.2 High risk activities may include:
 - Skiing & Snowboarding
 - Swimming in open water
 - Outdoor Rock wall climbing
 - Surfing
 - Camping
 - Caving
 - Kayaking
 - Canoeing
 - Mountain Climbing
 - River rafting
 - Hiking (terrain dependent)

- 2.3 Please note that the above list is not all-inclusive, please check with the Associate Superintendent or Secretary-Treasurer, if unsure.
3. Trips That Include Swimming:
 - 3.1 Lessons at the local Community Center, with qualified staff, and required supervision are NOT high risk.
 - 3.2 All swimming, wading, etc. that occurs in open water, including at camps, is considered high risk, and require certified Lifeguards.
 - 3.3 Due to the many safety issues please note that requests to swim at private homes will not be considered, even if you have paid lifeguards onsite.
4. Trips That Include Small Craft Vessels: (e.g. canoes, kayaks, personal power boats, etc.)
 - 4.1 A Canadian approved standard lifejacket or a Canadian approved, maintained and properly fitted PFD (Personal Floatation Device) must be worn at all times while on the water.
 - 4.2 Maintain a consistent distance from the shore when in small craft vessels i.e.: canoes, kayaks, etc.
 - 4.3 Use bodies of water that are considered appropriate for beginners and consider environmental factors (such as tides, wind, wave chop, etc.).
 - 4.4 Use insured, reputable, guide or rental companies.
 - 4.5 Ensure there is a motorized Rescue boat with lifeguard in water when canoeing and kayaking in open water away from shore.
 - 4.6 Specialized instructional competence is mandatory for supervision of higher risk activities and may be established by virtue of certification from a governing body (e.g., Red Cross, Canadian Canoeing Association). In areas where certificates are not issued, competency may be recognized by the leader's peers by virtue of experience and demonstrated expertise in the activity.
5. The Principal must be satisfied that the teacher(s) and other supervisors will provide adequate supervision and follow recognized safety procedures for the planned activities to mitigate potential risks and address the safety of students and supervisors. Either the Principal, Vice-Principal, or a designated administrator will be accessible to and/or available at the school, if necessary, to attend to emergencies that arise during field trips.

Reference: Sections 17, 20, 22, 65, 75, 85 School Act
Motor Vehicles Act
Collective Agreements

Adopted: September 1, 2018

Amended: October 11, 2018

Administrative Procedure 261

AP 261 – EDUCATIONAL TRIPS - OUT OF PROVINCE/COUNTRY TRAVEL

Educational trips are an integral part of a student's education. Effective learning experiences often result from firsthand observations, or participation in events or activities that occur out in the community away from school.

The District encourages and supports educational trips as part of the learning experience.

Procedures

1. Authorization for Out-of-Province/Country is as follows:
 - 1.1 Out-of-Province Travel
 - Approval at the District level
 - 1.2 Out-of-Country Travel
 - Approval at the Board level
2. The District must be adequately indemnified against all liability concerned with the trips undertaken for Out-of-Province/Country Educational Travel, (e.g., medical coverage, loss of money, failure to travel due to sickness, etc.).
3. The District is not responsible for any losses which may arise from cancellation or alteration of a supplementary or optional educational trip itinerary.
4. All students travelling out of Canada must have individual medical coverage and a valid passport and a signed letter from the parent(s) giving their child permission to travel and may also be required to have an individual visa, and/or other specific documents as required by each country.
5. Travel Safety Warnings
 - 5.1 Travel will not be approved to locations where the [Government of Canada Travel Advice and Advisories](#) has published outside of normal precautions security risks.
 - 5.2 Educational trip itinerary must not include areas where the Department of Foreign Affairs and International Trade has published a travel advisory outside of normal security precautions. In the event that a significant security, safety or health issue arises before or during a trip, the trip will be effectively cancelled and participants will return home unless the Superintendent determines otherwise.
6. The Principal must ensure that all educational trips are appropriately planned, authorized, organized and supervised.

7. Mandatory group medical/travel/cancellation insurance coverage must be in place for all Out-of-Province field trips.
8. In requesting approval for educational trips, the appropriate form(s) are required.
 - 8.1 [Form 260-03](#) Out of Province/Country Travel
 - 8.2 [Form 260-04](#) High Risk Curricular and Extra Curricular trips
 - 8.3 [Form 260-05](#) High Risk Consent and Waiver form
9. The following items are required as part of the package that is to be sent to the Assistant Superintendent for approval.
 - 9.1 Completed Curricular and Extra Curricular Out of Province/Country Travel form.
 - 9.2 Completed High Risk waiver form if risk is involved.
 - 9.3 Brief memo from the Principal to your Assistant Superintendent indicating support of the trip, a summary of the information in the package and assurances that all safety concerns have been assessed and managed or eliminated.
 - 9.4 Tentative itinerary/schedule.
 - 9.5 Copy of the consent/information letter(s) to parents, with language included that covers the purpose, fees and procedural requirements (i.e.):
 - 9.5.1 If the trip is optional the letter should indicate that for students who do not participate in this trip, they will be provided with an educational program at school.
 - 9.5.2 If fees are charged, the hardship clause, for those who cannot afford to participate, should be clearly laid out in the letter.
 - 9.6 Other additional items that might apply to your trip, such as:
 - 9.6.1 The requirement to provide a signed waiver.
 - 9.6.2 Travel cancellation insurance forms.
 - 9.6.3 Company waiver forms.
 - 9.6.4 Lifeguard/certification/safety plan.
 - 9.6.5 Detailed accounting of costs, etc.
10. Timelines and approval process
 - 10.1 Curricular and Extra Curricular Trips – Out of Province (International)
 - 10.1.1 Step A – Approval in Principle
 - Requires review by Assistant Superintendent – at least 90 days (3 months) prior to trip.
 - 10.1.2 The following items are required as part of the package that is to be sent to the Assistant Superintendent for pre-approval.

- Completed Curricular and Extra Curricular Out of Province/Country Travel form.
- Completed High Risk waiver form if risk is involved.
- Brief memo from the Principal to your Assistant Superintendent indicating a) support of the trip, b) a summary of the trip itinerary, c) purpose of trip, d) processes for various insurances, and e) assurances that **all** safety concerns have been assessed and managed or eliminated.
- Copy of the consent/information letter(s) to parents, with language included that covers the purpose, fees and procedural requirements (i.e.):

10.1.2.1 If the trip is optional the letter should indicate that for students who do not participate in this trip, they will be provided with an educational program at school.

10.1.2.2 If fees are charged, the hardship clause, for those who cannot afford to participate, should be clearly laid out in the letter.

10.1.3 Step B – Final Approval

- Requires final review by Assistant Superintendent and Superintendent to sign off – 60 days prior to trip.

10.1.4 The following items are required as part of the package that is to be sent to the Assistant Superintendent for pre-approval.

- Completed Curricular and Extra Curricular Out of Province/Country Travel form.
- Completed High Risk waiver form if risk is involved.
- Brief memo from the Principal to your Assistant Superintendent indicating a) support of the trip, b) a summary of the trip itinerary, c) purpose of trip, d) processes for various insurances, and e) assurances that all safety concerns have been assessed and managed or eliminated.
- Copy of the consent/information letter(s) to parents, with language included that covers the purpose, fees and procedural requirements (i.e.):
- Copy of Final itinerary/schedule.
- Other additional items that might apply to your trip, such as:
 - 10.1.4.1 Copy of group tour and/or other insurances.
 - 10.1.4.2 Ground and Airline travel arrangements.
 - 10.1.4.3 Medical insurance forms.
 - 10.1.4.4 Cancellation insurance forms.
 - 10.1.4.5 Company waiver forms.
 - 10.1.4.6 Budget information

10.2 Curricular and Extra Curricular Trips – Out of Country/International

10.2.1 Step A – Approval in Principle

- Requires review by Assistant Superintendent/Superintendent and Board to approve – 120 days (4 months) or up to 1 year prior to trip.

10.2.2 The following items are required as part of the package that is to be sent to the Assistant Superintendent for pre-approval.

- Completed Curricular and Extra Curricular Out of Province/Country Travel form.

- Completed High Risk waiver form if risk is involved.
- Brief memo from the Principal to your Assistant Superintendent indicating a) support of the trip, b) a summary of the trip itinerary, c) purpose of trip, d) processes for parents to sign off on required forms, obtain required visas, passports etc. and medical/trip insurance etc., as well as e) assurances that all safety concerns have been assessed and managed or eliminated.
- Copy of the consent/information letter(s) to parents, with language included that covers the purpose, fees and procedural requirements.

10.2.3 Recommendation for approval in principle will go to the Board from the Superintendent.

10.2.4 *No fundraising or meetings with parents are to happen until after receiving approval in principle.

10.2.5 Please note for International Student Travel: Present all forms in English. We are aware forms will be translated into other languages as required.

10.2.6 Step B – Final Approval

- Requires final review by Assistant Superintendent, Superintendent to sign off and the Board to approve – 60 days prior to trip.

10.2.7 The following items are required as part of the package that is to be sent to the Assistant Superintendent for pre-approval.

- Completed Curricular and Extra Curricular Out of Province/Country Travel form.
- Completed High Risk waiver form if risk is involved.
- Brief memo from the Principal to your Assistant Superintendent indicating a) support of the trip, b) a summary of the trip itinerary, c) purpose of trip, d) processes for parents to sign off on required forms, obtain required visas, passports, etc. and medical/trip insurance, etc. as well as e) assurances that all safety concerns have been assessed and managed or eliminated.
- Copy of finalized consent/information letter(s) to parents, with language included that covers the purpose, fees and procedural requirements.
- Copy of Final itinerary/schedule.
- Other additional items that might apply to your trip, such as:
 - Copy of group tour and/or other insurances.
 - Ground and Airline travel arrangements.
 - Travel insurance forms.
 - Medical Insurance forms.
 - Company waiver forms.
 - Sports injury insurance forms.
 - Budget information.

10.3 Principal Safety Plans for Out of Province and Country travel are to be kept at school and are to include:

- List of all participants.
- Copy of signed parent permission letters.

- Copy of working cell numbers.
- Copy of emergency contacts.
- Copy of phone tree.
- Copy of final itinerary.
- Copy of flight arrangements.
- Copy of group tour and/or other insurances.
- Copy of medical forms.
- Copy of travel insurance.

Reference: Sections 17, 20, 22, 65, 75, 85 School Act
Motor Vehicles Act
Collective Agreements

Adopted: October 11, 2018

Revised: October 24, 2023

Administrative Procedure 270

AP 270 - HOME EDUCATION

Background

The School Act provides a variety of options for educating school-aged children. Home Education is one such option. The District will work with parents to support the learning of students in situations where Home Education is their choice of option in accordance with the School Act.

Procedures

1. Where a parent resident in the District chooses to educate their child at home, the Principal of the school which the parent chooses shall register the child as a home-educated student.
2. The child registered for home education shall be offered those services required by legislation, but the child shall not be entitled to attend educational programs offered at the school.

Reference: Sections 2, 3, 12, 13, 22, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 280

AP 280 - INSTRUCTIONAL PROGRAM REVIEWS

Background

Instructional programs may be reviewed for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner.

Procedures

1. The Principal, in consultation with the Assistant Superintendent, has the primary responsibility for the evaluation of programs in the school.
2. The Superintendent may carry out program evaluations at the school or District levels.
3. Evaluations will be used to make decisions in regard to:
 - 3.1 The maintenance, modification or discontinuation of existing programs.
 - 3.2 The need for the development and implementation of other programs.
 - 3.3 The ways in which existing or proposed objectives can be achieved in a more efficient manner.

Reference: Sections 20, 22, 65, 75, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 290

AP 290 - RESEARCH AND OTHER PROJECTS IN THE SCHOOLS

Background

The District recognizes the role of valid research and other projects in the development of educational theories and practices and acknowledges the need of researchers to work within the schools.

Before research and other projects are considered for approval by the Superintendent, they must be sponsored and supervised by a recognized post-secondary educational institution or a recognized research institute, or must be a component of approved research by District personnel.

Research projects must have the support of the Human Ethics Committees or of committees with similar responsibilities at the respective institutions.

Consideration will also be given to the number of research and other projects that are underway in the District at a given time.

Procedures

1. The Principal Researcher or Project Director must present a detailed proposal, including a summary of the research, the Ethics Approval Application, approval from the Board of Ethics of the University to the Superintendent for approval.
2. The Principal of each school contacted must give approval to the project.
3. Teachers in the project must be supportive of the project and agree to participate.
4. The Principal and staffs involved in specific projects must be made aware of the amount of students' and teachers' time required to complete the project and consider the amount of time to be appropriate.
5. Parents are to be informed of the nature of the project and have an opportunity to respond.
6. Parental approval, through a signed release, must be obtained before any student may participate.
7. All students, teachers, classes and schools involved in a research study project must be assured of anonymity during the study and in the published data and the interpretation of the data.
8. A copy of the results of the completed study or a report of a project must be made available upon request.

Reference: Sections 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

Adopted: September 1, 2018

Administrative Procedure 300

AP 300 - ELIGIBILITY FOR ADMISSION

Background

Pursuant to the *School Act*, the District shall provide an education program, free of charge, to all children of school age 'ordinarily resident' in the District, and may provide an educational program free or at a fee to temporary attendees, non-residents, or over-age students.

For the purposes of Section 82 of the *School Act*, a student is a resident in the District if:

- The student is 'ordinarily resident' in the District;
- The parent of the student is also 'ordinarily resident' in British Columbia.

Procedures

1. Admissions

- 1.1. Subject to Section 74.1 of the *School Act*, a person is entitled to enroll in an educational program provided by the board of a school district if the person is of school age and is resident in that school district. To be eligible for provincial funding, students must be ordinarily resident in BC with their parent/legal guardian.
- 1.2. Schools should directly register students whose parent/guardians are First Nations, Metis, Canadian Citizens and Permanent Residents, including those with convention refugee status.
- 1.3. Permanent Residents, Temporary Residents including refugee claimants, deemed residents, authorized students, and dependents of study permit or work permit holders will be referred to the International Student Program to verify their eligibility for admission as fee-paying or non-fee-paying students, and for receipt of an Acceptance Letter, where applicable.

Eligibility Requirements

2. School Age

- 2.1. A student is eligible for admission in September of a school year if the student will have attained the age of five years on or before December 31 of a school year. The student is eligible to continue to receive an educational program until June 30 of the school year in which the person reaches the age of 19 years.
- 2.2. Students registering in District schools shall be required to submit appropriate proof of age, residency within the District and citizenship.
- 2.3. The district will accept submissions for proof of age, such as the following:
 - 2.3.1. Original Birth Certificate
 - 2.3.2. BC Identification Card

- 2.3.3. Passport
- 2.3.4. Status Card
- 2.3.5. Student Driver's License
- 2.3.6. Student BC Services Card (photo version only)
- 2.3.7. Letter from the Ministry of Children and Families
- 2.3.8. Letter from local Band membership

3. Residency and Citizenship

- 3.1. In accordance with Section 82, of the British Columbia *School Act*, a board must provide instruction free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board. Section 82(2) states a student is resident in British Columbia if the student and the student's guardian are ordinarily resident in British Columbia.
- 3.2. To be eligible for Ministry of Education and Child Care Operating Grant Funding ("funding"), boards must ensure that students meet age and residency requirements. A board may charge fees for services provided by the board to any applicant not ordinarily resident in BC.
- 3.3. In addition to establishing Citizenship/Permanent Residency in Canada, one primary document and one supporting document showing residency in the school district is required. The District will accept submissions for proof of residence such as the following:
 - 3.3.1. Parent or student BC ID or Driver's License
 - 3.3.2. Utility bill
 - 3.3.3. Home purchase/rental agreement
 - 3.3.4. BC Care Card
 - 3.3.5. Letter from the Ministry of Children and Families
 - 3.3.6. Letter from local Band membership
 - 3.3.7. Property tax notice with home owner grant eligibility
- 3.4. The District will accept submissions for proof of citizenship such as the following:
 - 3.4.1. Canadian Birth Certificate
 - 3.4.2. Canadian Passport
 - 3.4.3. Canadian Citizenship Card
 - 3.4.4. Canadian Citizenship Certificate
 - 3.4.5. Confirmation of Permanent Residence and Passport
 - 3.4.6. First Nations Documentation or Band Card
 - 3.4.7. IRCC confirmation or Permanent Residence being processed within Canada

Reference Documents:

The School Act, Sections 74 and Section 82 and others

School Regulation, Section 16

The Family Law Act, Section 27 and Section 39

The Infants Act, Section 50 and Section 51

The Child, Family and Community Service Act The Adoption Act

Adopted: March 11, 1998

Amended: September 1, 2018

Administrative Procedure 301

AP 301 - STUDENT REGISTRATION, ENROLMENT AND PLACEMENT

Background

The purpose of this administrative procedure is to outline provisions for registration and attendance at catchment schools, non-catchment schools and District Programs (Choice). Eligibility for student enrolment is subject to the terms set out in Legislation and District procedures.

It is the School District's responsibility to ensure to the greatest extent possible that each school meets the needs of its catchment population. The District encourages students to attend their catchment area school. While the District supports enabling students and their families to make choices to attend other schools in the District to meet their education needs, a school is unable to enrol out-of-catchment students unless there is sufficient capacity for projected in-catchment students.

When a parent or guardian requests permission to attend a school outside their catchment area, the parent or guardian will be expected to assume responsibility for transportation and any other costs associated with this decision.

Definitions

"Catchment Area" is the boundary determined by the Board for each school, which may be adjusted periodically based on the number of school-age children residing in the area surrounding a school, space, resources, and facilities. (Click [here](#) for the School Locator, which will show your catchment area school).

"Catchment Area Student" means a person of school age who is a resident in the District and is ordinarily a resident within the catchment area of the school.

"District Programs (Choice)" are programs to which students apply for enrolment. These programs are inclusive of French Immersion and academies.

"Guardian" is a person named by the courts in accordance with the *Family Relations Act* who is responsible for a child's care and upbringing.

"Non-Catchment Area Student" means a person of school age who is a resident in the District and not a resident in the catchment area of the school.

"Ordinarily Resident" means the establishment of a permanent home and maintenance of an ongoing presence in the District. The onus is on the parents or guardians to demonstrate that they and the student meet the definition of the term "ordinarily resident."

"School Age" is defined in the *School Act* as a person who has or will have attained the age of 5 years on or before December 31 of that school year and who has not attained the age of 19 years before July 1, in the year of application.

Procedures

1. Student admission is guided by the following principles:
 - 1.1. To maximize the number of students able to attend their catchment area school as a priority;
 - 1.2. To allocate space and resources in the most fiscally responsible manner;
 - 1.3. To maximize continuity for students and families. Wherever possible, siblings will be admitted to the same school, subject to the provisions of the School Act and District procedures.

2. New Student Registration
 - 2.1. Registration application forms can be found online via the District website (<https://www.awinfosys.com/das2/sd79/public/studentregistration.asp>) or at your catchment school.
 - 2.2. A birth certificate or other legally acceptable document, along with two documents to prove B.C. residency (i.e. mortgage statement, rental agreement, utility bill, phone bill) must be provided at the time of registration.
 - 2.3. The child will not be considered registered until such documentation is made available.
 - 2.4. Parents who wish to request that their child/children attend a school outside their catchment area will submit a completed Out of Catchment Request form to their catchment school. See Out of Catchment procedure below. Forms are available at your catchment school.

3. Determination of Available Space and Facilities
 - 3.1. Section 74.1 of the School Act establishes priorities for enrolment to apply if the Board determines that space and facilities are available in a school.
 - 3.2. For the purpose of Section 74.1(6) and (7) of the School Act, space and facilities are available in a school if there is capacity, considering both physical and instructional resources, after reasonable enrolment projections have been made to allow for:
 - 3.2.1. Accommodation of students returning from prior years;
 - 3.2.2. Students enrolled in a District Program (Choice);
 - 3.2.3. Students incoming from designated feeder schools; and
 - 3.2.4. Children enrolling in kindergarten who live in the catchment area for the school.
 - 3.3. Decisions whether space and facilities are available in individual schools and educational programs in the District for purposes of the School Act, Section 74, shall be made by the Superintendent or delegate.
 - 3.4. Decisions are to be made in consultation with the Principal of the particular school and will be based on program capacity, including consideration of the following factors:

- 3.4.1. The operating capacity of the school as defined by the Ministry of Education and the District;
- 3.4.2. Staff assigned to a school by the District;
- 3.4.3. The physical space in which instructional programs operate in the school;
- 3.4.4. The ability of the school to provide the appropriate programs for the applicant and other students.

4. Registration Priorities

The following priorities are used to determine the acceptance of students in particular schools:

- 4.1. First Nations preferred school of choice for students who live on Reserve as determined by the local land rights holding Nation as described by Bill 40 from the BC Government;
- 4.2. Catchment area students who attended the school during the previous school year;
- 4.3. Siblings of catchment area students who attended the school during the previous year;
- 4.4. New catchment area students;
- 4.5. First Nation student preferred choice of schools;
- 4.6. Continuing non-catchment area students who live in District, who attended the school during the previous school year;
- 4.7. Siblings of non-catchment students who attended the school the previous year as per above; and
- 4.8. New non-catchment area students (in District).

5. Catchment Areas

- 5.1. The location of the student's normal residence will usually determine the catchment area school for enrolment purposes. The Superintendent reviews the boundaries for each school, and these may be adjusted periodically based on the number of school age children residing in the area surrounding a school, space, resources and facilities.
- 5.2. Should parents wish to enrol a student in a school other than the one serving the catchment area in which they reside, they may apply to do so in accordance with the Out of Catchment procedures listed below.

6. Registration periods for Catchment Schools

- 6.1. Applications from new students to enrol for the next school year will be accepted at their catchment area school, beginning January 1st, during regular office hours, for a September school start. Seats will be assigned based on the registration priorities listed above.
- 6.2. Kindergarten registration will commence the third Monday in January for District Programs (Choice) and the fourth Monday in January each year for catchment schools, until the end of the first week of the following school year (September).

Seats will be assigned based on the registration priorities listed above.

- 6.3. Should the student's application for registration occur after the deadline date of September 30th, and the Principal is unable to accommodate the student due to lack of space, facilities, available resources, or appropriate educational program, the Principal will support the family in finding an alternate placement at a nearby school for the remainder of the school year. The student will be put on a wait list for space that becomes available during the school year and will attend their catchment school in the following school year.
 - 6.3.1. The available school option(s) will be the closest school(s) with appropriate space, and/or the school where busing may be provided.
 - 6.3.2. The catchment school will share the registration information with the accepting school and advise/support parents to make contact with the school.

7. Out-of-Catchment School Requests:

- 7.1. Any student whose principal place of residence is not within the local school boundaries is considered an out-of-catchment student. Out-of-catchment students may only be enrolled if there is sufficient capacity after reserving places for students who move into the catchment during the year, and after considering class composition, available resources, and the school's projected future enrolment;
- 7.2. Parents who wish to request that their child/children attend a school outside their catchment area will submit a completed Out of Catchment Request form to their catchment school. These forms can be obtained from the catchment school or [online](#);
- 7.3. Applications will be accepted January 1st for September school start to the end of the day of instruction on the second day of school in the first week in September;
- 7.4. All out-of-catchment applications will be placed on a waiting list and reviewed within the first two weeks of school (September);
- 7.5. All out-of-catchment students who have been accepted into a school may be required to return to their catchment school in the following years, if in-catchment enrolment exceeds available space; and
- 7.6. After the enrolment of continuing students, if the requisite space and facilities are determined to be available, applications from out of catchment requests will be accepted in the following priority, provided application deadlines and other requirements have been met.
 - 7.6.1. Non-catchment area student who attended the previous year;
 - 7.6.2. Non-catchment area student whose sibling attends the school; and
 - 7.6.3. A non-catchment area student, whose grade level matches the available space;
- 7.7. Students who move to a different school catchment area during a school year will have the option of remaining at their current school until the end of the school year or moving to their new catchment school should space and resources be available. Students choosing to remain at their old school will automatically be transferred to their new catchment area school for the start of the new school year.

7.8. Where there is significant enrolment pressure in a catchment, the Superintendent may entirely close a catchment to non-catchment applications.

8. Parent Responsibility for Transportation

8.1. In all cases where a non-catchment area child has had their application approved, the final responsibility for daily transportation of the student shall rest with parents/guardians. However, as a courtesy and/or where it is convenient for the District, the District may provide transportation.

9. Registration for District Programs (Choice)

District Programs (Choice) do not have catchments. The following criteria and timelines will apply for these programs.

9.1. French Immersion

9.1.1. Registration will commence the third Monday in January, one week prior to non-French immersion Kindergarten registration, until the Friday of that week.

9.1.2. Students with an older sibling in the program will be given priority placement over new applicants.

9.1.3. If applications exceed available space, seats will be assigned via a random selection process (lottery).

10. Withdrawal from District Programs (Choice)

10.1. If a student who is enrolled in a District Program (Choice) withdraws during the school year, they may be expected to return to their catchment school.

11. Suspended or Expelled and Non-District Students

11.1. Enrolment applications may be refused if the student:

11.1.1. Is under suspension from a British Columbia public school or District, or

11.1.2. Has a been refused an educational program by a British Columbia public school board under Section 85(3) of the *School Act* for refusing to comply with the code of conduct and other rules and policies of the Board.

11.2. Such applications, or any other applications from students limited by other schools or governing bodies outside of British Columbia public school system to attend school will be referred to the Superintendent for a decision on admission.

12. Sibling Preference

12.1. Subject to the *School Act*, when one sibling is enrolled in or admitted to an educational program in a school (other than because of a disciplinary transfer), other siblings are given priority within their requested educational programs in the same school. This preference does not apply when the siblings will not be attending concurrently.

Reference: Sections 74 and 85(3), School

Adopted: September 1, 2018

Amended: May 2024

AP 302 - ADMISSION OF INTERNATIONAL STUDENTS WITHOUT FEE

Background

In accordance with Section 82 of the BC School Act, a board must provide instruction free of charge to every student of school age resident in British Columbia and enrolled in an educational program in a school operated by the board. A student is resident in BC if the student and the student's parent/guardian are ordinarily resident in BC. By definition, a temporary resident is usually not ordinarily resident although the Ministry will fund some temporary residents in some circumstances.

Students who are neither Canadian citizens nor have permanent residence status are considered international students and may be enrolled in the District subject to the policies and regulations under Immigration, Refugees and Citizenship Canada (IRCC).

Procedures

1. International students may be enrolled in District schools without having to pay international student fees if they fall into one (1) of the following categories:
 - 1.1. **Exchange Student** - Is attending school on a reciprocal and equal exchange. This exchange must be on a "one in/one out" ratio with the same District for the same length of time, with the exchange completed within two (2) years.
 - 1.2. **Refugee Claimant** - Is a refugee claimant with an acknowledgement letter from the IRCC and whose parent(s) are ordinarily resident in British Columbia.
 - 1.3. **Permanent Resident or Landed Immigrant** - A child of a parent(s) who has been admitted to Canada for permanent residence and can substantiate this with documentation from IRCC, and whose parent(s) is ordinarily resident in British Columbia.
 - 1.4. **International Student** - A child of a parent(s) who has been admitted for temporary residence in Canada, who holds a Study Permit valid for a term of one (1) year or more, who is attending an accredited public post-secondary institution in a degree or diploma program, and who is ordinarily resident in British Columbia.
 - 1.5. **Temporary Foreign Worker** - A child of a parent(s) who has been admitted for temporary residence in Canada, who holds a Work Permit valid for a term of one (1) year or more, and who is ordinarily resident in British Columbia. The Work Permit must specify an employer and the request for enrollment of the child must be accompanied by the Letter of Employment and a pay receipt issued by the employer. In addition, the authorized work identified on the Work Permit must be a salaried/paid position of at least minimum wage as defined in British Columbia. The Work Permit holder must meet residency requirements as outlined by the Ministry of Education for funding purposes which means the parent must provide evidence of residency in BC and must maintain an ongoing presence (ordinarily resident status) in BC. Open Work Permits may be accepted in support of enrollment of a student as a non-fee-paying student in the District provided the student's guardian demonstrates proof of residency (as outlined in our Proof of Residency requirements), provides the requested documentation of

employment in the Cowichan Valley, and submits documentation of ongoing employment as required.

- 1.6. **Exchange Teacher** - A child of a parent(s) who has been admitted as a temporary resident in Canada under a teacher exchange program.
- 1.7. **Diplomat/Officer** - A child of a parent(s) who is carrying out official duties as diplomatic or consular official and is able to substantiate this with a Foreign Representative Acceptance Counterfoil or Diplomatic Visa in the parent(s) passport. An appointment letter from the embassy or consulate stating the position and length of term must also be submitted.
- 1.8. **Deemed Resident** - Children who have a legal guardian as defined by the Ministry of Education through the Divorce Act, the Family Relations Act, the Infants Act, and the Child, Family and Community Service Act.
- 1.9. **Religious or Charitable Work** – A child of a parent(s) who has been admitted into Canada on a temporary basis to carry out duties for religious or charitable organizations.

2. Application Procedures

- 2.1. All students from out of District must apply through the International Student Program office for approval.
 - 2.1.1. Credentials are evaluated, placement of school is determined by catchment, and the school is notified. The International Student Program office registers the student in MyEd, and the parent can complete their registration at their school.
- 2.2. Where, because of extraordinary circumstances, an out-of-district student is unable to comply with these procedures, application for admission may be dealt with by the Superintendent.
- 2.3. Qualifying students shall comply with the requirements of Citizenship and Immigration Canada.
- 2.4. Placement of students in schools, academic programs, and homestays shall be the prerogative of the District.
- 2.5. All residents of British Columbia are required by law to purchase medical insurance through the Medical Services Plan of B.C.

Reference: Sections 2, 3, 4, 7, 8.2, 20, 22, 23, 65, 74.1, 75, 75.1, 82, 85 School Act
Family Relations Act
Infants Act
Visiting Forces Act

Adopted: June 10, 1998

Revised: March 19, 1999; February 20, 2002; November 20, 2002; January 21, 2004; December 8, 2004;
September 21, 2005; September 1, 2018, October 24, 2023

AP 303 – FEE-PAYING INTERNATIONAL STUDENTS

Background

The District supports the inclusion of international students into District schools as a means of increasing intercultural and international understanding.

The District recognizes specific circumstances under which international students may be admitted to District schools. Included in these circumstances are:

- International Student Exchanges
- The District International Student Program
- Academies
- Local sports teams

The District recognizes that additional resources will be required in order to develop its program and to ensure that other program service levels are maintained.

Procedures

1. Tuition Fees

International students are not “ordinarily resident” in the District. Section 82 of the *School Act*, requires that the Board provide educational programs free of charge only to those students resident in its District. For the purposes of Section 82 a student is resident in the District:

- If the student is ordinarily resident in the District;
- The parent of the student is also ordinarily resident in British Columbia.

Tuition fees will therefore be charged to students who are not “ordinarily resident”, except those in Sections 2 and 12 below.

Fees must be paid before the student’s program commences.

2. Student Exchanges

International student exchanges are sponsored by the District or private organizations sanctioned by the District whereby international students are admitted to the District in exchange for similar services being provided to local students abroad. An “exchange” student is one involved in a reciprocal exchange, i.e., there are equal numbers in-coming and outgoing on a District basis. The District receives fiscal funding for this student and tuition fees would not be charged.

3. Approval of Applications

- 3.1. All international applications will be submitted to the International Student Program office for approval in accordance with these procedures.
- 3.2. Where, because of extraordinary circumstances, an international student is unable to comply with these procedures, application for admission may be dealt with by the Superintendent.

4. Program Options

- 4.1. A one-year intensive English program.
- 4.2. An academic program (incorporating English Language Learning) leading to British Columbia graduation.

5. Admission Requirements

- 5.1. Students shall provide documented proof of satisfactory academic standing in country of origin.
- 5.2. Students who wish to register in the academic program leading to B.C. graduation must demonstrate a proficiency in English that will enable them to successfully handle Grade 10 course work.
- 5.3. Students who wish to register in either program option must provide a letter regarding behaviour and academic ability in support of the student's application to register in a particular program option.
- 5.4. Students with a prior history of learning disabilities shall provide all relevant details with their applications.
- 5.5. Students shall comply with the requirements of Citizenship and Immigration Canada.
- 5.6. Students shall accept in writing, prior to departing for Canada, the terms and conditions of the District program, including homestay fee arrangements as set by the District, medical insurance, travel requirements, and program rules. A participation agreement signed by both the parent and the student is required.
- 5.7. Students planning to attend for less than three years will be advised that mastery of the English language to the level required to achieve graduation usually takes a minimum of three years and often four years.

6. Fees

- 6.1. The District will charge tuition fees to those international students involved in the District International Student Program.
- 6.2. Tuition fees for District international students are set at least a year in advance, by the Board. Tuition fees are payable directly, in whole, to the District when the student is accepted into the program.

- 6.3. Homestay fees for District international students are set at least a year in advance, by the Board.
- 6.4. Homestay fees are paid to our office and then sent to the homestay family.
- 6.5. Students must be invited to return to the program annually. Students who have been invited to return to the program will be asked to pay the annual fees before June 30. Students who have not paid will not be guaranteed a place in the program the following September.
- 6.6. Students on a reciprocal exchange program will pay a fee for medical insurance, administrative costs and school fees beyond tuition; Rotary exchange students are exempt.
- 6.7. Refunds:
 - 6.7.1. Students who withdraw (or are withdrawn) from the program shall receive tuition refunds according to the following schedule:
 - 6.7.1.1. 75% refund within 60 days of entry into the program;
 - 6.7.1.2. 50% refund within 30 days of starting the program;
 - 6.7.1.3. 0% refund after 30 days of starting the program;
 - 6.7.1.4. In all cases, the application fee and homestay management fee are non refundable.

7. Application Procedures

To apply for admission to the program, students must:

- 7.1. Apply from their country of residence;
- 7.2. Complete an application form with supporting academic transcripts and letter of support;
- 7.3. Submit a non-refundable application fee (applications will not be processed without this fee);
- 7.4. Be accepted by the District in writing;
- 7.5. Obtain a study permit from Citizenship and Immigration Canada. The District will provide a Certificate of Admission (letter of acceptance) to the school;
- 7.6. Agree to the homestay arrangements made on their behalf by the District;
- 7.7. Make their own travel arrangements to Victoria or Nanaimo airport, or to Victoria or Nanaimo ferry terminals.

7.8. Medical Insurance

All residents of British Columbia are required by law to purchase medical insurance through the Medical Services Plan of B.C. The District has a group insurance policy for its international students, both for Medical Services Plan and for interim medical insurance, which is required during the three-month waiting period for Medical Services Plan coverage. The District provides this medical insurance coverage to all of its international students for an annual fee. Even if international students leave the country during summer vacation, they are required to maintain their medical coverage. Medical Services Plan coverage, therefore, covers students for twelve months a year. The annual payment is added to the tuition charges each year. Landed immigrant students who already have MSP coverage may opt out of the group plan by showing their MSP number to program staff. All other international students are required to participate in the group plan. The fee also covers an Accident Reimbursement policy.

8. Placement

- 8.1. Placement of students in schools, academic programs, and homestays shall be the prerogative of the District.
- 8.2. School and academic program placement shall be based upon District assessment of student aspiration, academic records, demonstrated academic competence, English proficiency and age.

9. Expanded Services

- 9.1. It is the prerogative of the District and individual schools to require students to avail themselves of expanded services for international students, such as orientation classes, E.L.L. classes, etc.
- 9.2. If it is discovered that a student requires services beyond those listed in clause 9.1 the parents will be informed. If the services are available and can be provided for cost, parents will have the choice of withdrawing their student or paying the additional cost of the services.

10. Scholarships

- 10.1. International students may not compete for local scholarships other than any offered by the International Student Program office.

11. Homestay Guidelines

- 11.1. All students in the International Program are required to stay in a homestay which has been screened by District staff, unless they come with and live with their legal parents.
- 11.2. The homestay family will follow all of the provisions contained in the Homestay Guidelines.
- 11.3. The homestay family will provide the student with a clean, supervised environment during the student's stay in the home.
- 11.4. The student will be provided with the student's own room in the home including a bed, bedding, closet, chest of drawers, desk and study lamp.
- 11.5. The student will be given reasonable use of the home and utilities.
- 11.6. The student will be provided with three wholesome meals on each day of the student's stay with the homestay family.
- 11.7. The student will not be charged any fees in addition to those expressly provided in this Agreement during the student's stay with the homestay family.
- 11.8. All members of homestay families over the age of 18 are required to undergo criminal record checks and a home visit to ensure student safety.

12. Landed Immigrant Students and Canadian Citizen Students Whose Parents Do Not Live in Canada

- 12.1. All students from out of District must apply to the Superintendent to attend school in the District and applications will be considered on a case-by-case basis.
- 12.2. Landed Immigrants not ordinarily resident in the District and Canadian citizen students whose parents do not live in Canada may be admitted to District schools on a fee-for-service basis. The expression "ordinarily resident" carries a restricted signification which is held to mean residence in the course of the customary mode of life of the student as opposed to special or occasional or casual residence. For example, a student who is ordinarily resident in the District is one who makes or intends to make their permanent home in the District; that is, the home where their mother and/or father permanently reside. Students who require homestay services are not "ordinarily resident" in the District.
 - 12.2.1. Out-of-District landed immigrant students and Canadian citizen students whose parents do not live in Canada may be admitted to District schools as full fee-paying student in the same way, and with the same services, as international students.
 - 12.2.2. Students who become landed immigrants after November 1 will receive no refund of tuition fees.

- 12.2.3. Out-of-District immigrant students and Canadian citizen students are required to live with a homestay family, which has been screened and selected by the District.
- 12.3. Homestay families of out-of-District immigrant students are subject to the same regulations as other international student homestay families.
- 12.4. The District retains the right to limit the total number of out-of-District immigrant students accepted annually as regular students.

13. Dismissal Process

- 13.1. Participation in the International Student Program is a privilege, and:
 - 13.1.1. Students are required to accept and follow the rules of the program, including specific program rules, school rules and reasonable homestay rules;
 - 13.1.2. Students are required to make a reasonable effort to achieve academic success while in the program;
 - 13.1.3. Students are required to obey the terms and conditions described on the study permit as issued by Citizenship and Immigration Canada;
 - 13.1.4. Students are required to abide by the laws of Canada and British Columbia.
- 13.2. If a student violates any of the above, they may be dismissed from the program.
- 13.3. Students new to the program and their parents will be given a copy of the District procedures regarding international students, including the dismissal process, the refund procedure and the International Student Program rules.
- 13.4. Students may be dismissed from the program by not being invited back. In April of each year students may be invited in writing to return the following year. Invitations may be withheld if:
 - 13.4.1. Academic performance has been less than satisfactory due to lack of effort or attendance;
 - 13.4.2. The student is unable or unwilling to comply with District or program rules, and has been involved in a number of minor rule infractions;
 - 13.4.3. The student has had several homestay families and, in the opinion of program staff, is unable to succeed in a homestay situation.

Students who are not invited back will be informed in writing of the reasons, and given suggestions for alternative programs of study.

- 13.5. In the event of a student breaking the law or committing a grave violation of a school rule affecting the safety of others, they may be immediately dismissed from the program. The parents of the student and the homestay parents will be advised, in writing, of the violation and the consequence.
- 13.6. Usually, where a student violates the rules, the student will be advised in person of the violation and the expected behaviour (verbal warning). The student will be given assistance to ensure that they understand the violation and the expected behaviour.
- 13.7. Should rule violations persist after a verbal warning, the student will be advised in writing of the violation, the expectations for correction, and appropriate timelines for correction. The parents of the student and the homestay parents will also be informed.
- 13.8. Parents and the student shall be given the opportunity to respond to the concerns and to propose remedies or to provide information should they believe an error, in fact, has occurred.
- 13.9. Should violations be repeated and be sufficiently grave to warrant dismissal in the opinion of the District Principal, the Superintendent, or the School Principal, the student and their parents will be advised, in writing, that the student is dismissed for cause.
- 13.10. At this time, arrangements shall be made with the parents of the student for removal from the school and homestay in a timely manner with return to the student's home country an expectation.
- 13.11. Students and their parents may appeal this decision to the Board, according to Board Policy 13 – Appeals Bylaw.

Reference: Sections 2, 3, 4, 7, 8.2, 20, 22, 23, 65, 74.1, 75, 75.1, 82, 85 School Act
Family Relations Act
Infants Act
Visiting Forces Act

Adopted: June 10, 1998

Revised: March 19, 1999; February 20, 2002; November 20, 2002; January 21, 2004; December 8, 2004;
September 21, 2005; September 1, 2018; September 19, 2023

AP 305 - SCHOOL CATCHMENT AREAS

Background

The District shall establish catchment areas for effective use of school facilities and for transportation purposes. It is desirable to maintain catchment area boundaries in order to ensure the program viability of existing schools in their respective communities.

Section 74.1 of the School Act establishes priorities for enrolment to apply if the Board determines that space and facilities are available in a school.

Procedures

1. The Superintendent shall review District enrolment and capacity annually.
2. If a change is required, the Superintendent shall make a proposal concerning school catchment areas for the Board's consideration for the forthcoming years.
3. Once the Board has reviewed the boundaries for the year, the Transportation Supervisor shall draw up and publish a bus schedule for the forthcoming year.
4. The Transportation Supervisor shall report annually and as required to the Secretary-Treasurer on the functioning of the bus schedule.
5. The Superintendent shall report on school enrolments throughout the District at the October Board meeting.

Reference: Sections 2, 3, 3.1, 7, 20, 22, 65, 74.1, 75, 75.1, 85 School Act

Adopted: October 8, 1997

Amended: July 27, 2017; September 1, 2018

AP 306 – OUT-OF-PROVINCE STUDENT REGISTRATION

Background

The School District welcomes students from other Provinces within Canada where space is available. The British Columbia *School Act* states that subject to section 74.1, a person may enrol in an educational program provided by a board of a school district and attend any school in British Columbia if (a) the person is of school age, (b) the person is a resident in British Columbia, and (c) the board providing the educational program determines that space and facilities are available for the person at the school where the educational program is made available. Students meeting these criteria are eligible for funding from the Province of British Columbia. As out-of-province students do not meet the criteria of ordinarily resident in British Columbia fees must be charged to cover the cost of delivering education services.

Procedures

Fees for out-of-province tuition:

Per [Policy 2 - Board Operations](#) the Board will set annually fees for out-of-province tuition.

1. Tuition Fees

Out-of-province students are not “ordinarily resident” in the District. The *School Act*, section 82 requires that the Board provide educational programs free of charge only to those students resident in its District. For the purposes of Section 82 a student is resident in the District:

- If the student is ordinarily a resident in the District;
- The parent of the student is also ordinarily resident in British Columbia.

Tuition fees will therefore be charged to students who are not “ordinarily resident.”

Fees must be paid before the student’s program commences.

2. Academies

The School District operates, or partners with, independent academies that may attract students from out of province.

Out-of-province tuition fees will be communicated to the academies by June 30th of each school year for distribution to parents in advance of the next school year.

The academy will provide to the school district a list of all students participating from out of province by September 1st.

3. Local Sports Teams

Local sports teams (e.g., hockey) may attract players to their rosters from out of province.

Out-of-province tuition fees will be communicated to local sports teams by June 30th of each school year for distribution to parents in advance of the next school year.

The sports team will provide the school district a list of all students participating from out of province by September 1st.

4. Students may also attend the School District for reasons other than academies and sports teams.

5. Approval of Applications

All out-of-province students will register at the school they are requesting to attend.

Schools will ensure that out-of-province students are directed on arrival to the International Student Program office for a compliance review and appropriate invoicing.

Reference: Sections 20, 22, 23, 65, 82, 85 School Act

Adopted: September 19, 2023

Administrative Procedure 310

AP 310 - SUPERVISION OF STUDENTS

Background

The District has responsibility for the safety and security of students while those students are in its care and custody.

Procedures

1. Principals are responsible for effective supervision of students under their care during all school and school-related activities.
2. Principals shall formulate local procedures pertaining to the supervision of students during:
 - 2.1. Times when students begin to assemble for classes until their dismissal from schools;
 - 2.2. Morning and afternoon breaks and recesses;
 - 2.3. Noon hour when students are present either for lunch or other activities;
 - 2.4. Loading or unloading of school buses;
 - 2.5. Extra-curricular activities on the school grounds, in school buildings or away from school but under school sponsorship; and
 - 2.6. During adverse weather conditions.
3. Principals shall co-operate with and assist the community in assuring the orderly and safe conduct of all students on the way to and from school.
4. All school staff, in order to prevent accidents, shall be constant in their attention to unsafe conditions involving equipment, building and school premises. Care is to be taken to see that unsafe conditions are immediately reported to the Principal.
5. During instructional time student supervision is the responsibility of the classroom teacher.

Reference: Section 6, 17, 20, 22, 65, 85 School Act
School Regulation 265/89
Collective Agreement

Adopted: September 1, 2018

AP 315 - STUDENT ILLNESS/INJURY/CONCUSSION

Background

Care must be exercised when incidents to students occur. Wherever possible, personnel with first aid training are encouraged to examine the student to determine the nature and extent of the illness or injury before proceeding further. Where no such person is immediately available, a staff member or Administrator shall act as a reasonable parent in using his/her own judgment in what is best for the child.

Procedures

6. Before treating minor injuries in school, school personnel are to check verbally or from the child's record card whether there are any allergies that may affect the child's treatment.
7. Where the illness/injury appears to warrant further medical attention, in particular head injuries, the parent is to be phoned, and they are to direct the school staff as to what action they deem appropriate (someone will collect the child to be taken to the hospital, etc.).
8. Where a parent is unavailable, and the situation appears to warrant it, the Principal shall act in loco parentis, and take such action as deemed appropriate, including, where necessary, consultation with the child's physician.
9. Where a parent authorizes it, or in their absence, the Principal deems it necessary, the Principal may authorize transportation of the student to a doctor or hospital. The driver may be reimbursed for travel expenses in accordance with District procedures on submission of an expense claim.
10. If a child, upon initial examination, is suspected of having a serious injury, the child shall not be moved except where required by external dangers. Someone with first aid training or a medical practitioner is to be called to the scene. The injured person is to be made as comfortable as possible and is not normally to be left unattended during this period.
11. Where the injury is determined to be severe, the attending staff member is to call 911 for Emergency Medical Services and a staff member may be assigned to accompany the ambulance.
12. In all cases where medical treatment is administered to a child on or off the school premises, the parents are to be informed by phone as soon as possible.
13. Incidents which might possibly require the service of a doctor, nurse or other trained person shall be reported as soon as possible after the incident, providing full particulars ([Incident Report](#)).

CONCUSSION PROTOCOL

Concussion awareness is the joint responsibility of parents, students, school staff and the community. A concussion is a clinical diagnosis made by a medical doctor or nurse practitioner. It is critical that a student with a suspected concussion be examined by a medical professional.

Procedures

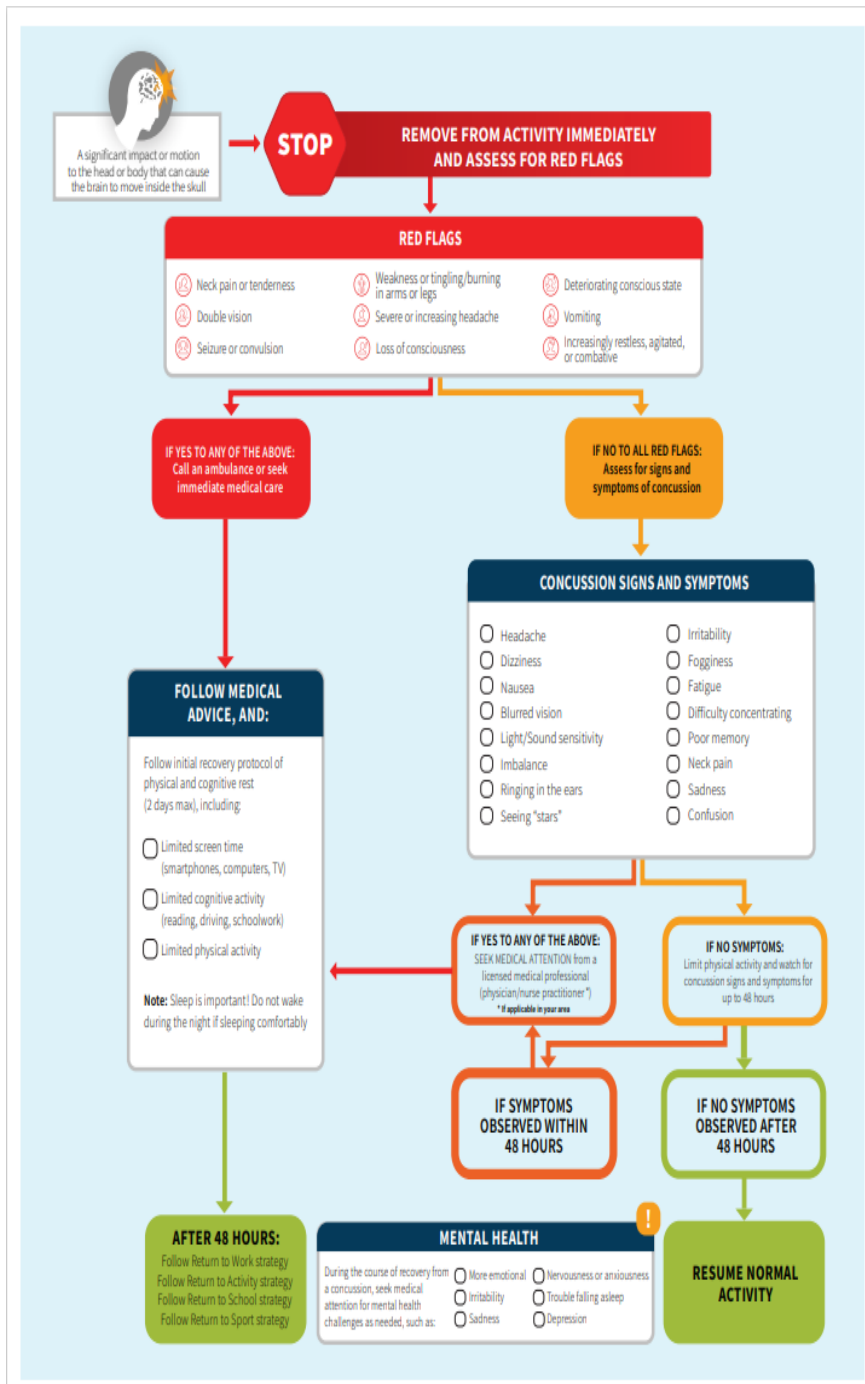
1. If a student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull, and as a result may have suffered a concussion, the individual (e.g., teacher/coach) responsible for that student must take immediate action.
2. If you suspect a student may have a concussion, the student should stop playing the sport or activity right away.
3. They should not be left alone and should be seen by a doctor as soon as possible that day.
4. If a student loses consciousness for more than a minute, call an ambulance to take them to the hospital immediately. Do not move them or remove athletic equipment like a helmet; wait for paramedics to arrive.
5. Anyone with a suspected concussion should not go back to play that day, even if they say they are feeling better. Problems caused by a head injury can get worse later that day or night.
6. They should not return to activity until they have been seen by a doctor.
7. If an individual has a suspected concussion their parents should be contacted and advised of the potential concussion and advised that the individual should see a doctor that day.
8. If an individual has experienced a concussion or suspected concussion while participating in activities in the community the parent/guardian needs to advise school staff of the concussion or suspected concussion.

Additional resources and training available at:

<https://www.healthlinkbc.ca/illnesses-conditions/injuries/concussion>

<https://cattonline.com/>

CONCUSSION AWARENESS, RESPONSE AND MANAGEMENT FLOW CHART



Reference: Sections 7, 8, 17, 20, 22, 65, 84, 85, 95 School Act
Good Samaritan Act
School Regulation 265/89

Adopted: September 1, 2018

Cowichan Valley School District
Administrative Procedures Manual

AP 316 - ADMINISTRATION OF MEDICATION TO STUDENTS AT SCHOOL

Background

The District is committed to providing a safe and healthy study and work environment for its students. The purpose of this procedure is to provide guidelines for administering medication to students at school.

Procedures

1. The administration of medication in the school environment shall only occur where no other options are available, and where the school has received complete information from the parent/guardian about the medication. The principal, or designate, is responsible for the administration of medication to students.
2. Communication with Parents/Guardians
 - 2.1 Early in the school year, parents shall be informed through the school's newsletter/ website/school agenda that if their children require medication to be administered at school, the District Request for Administration of Medication at School form ([Form 316-01](#)) is available from the school and must be completed and returned to the Principal.
3. Requirements for Schools
 - 3.1 Parents Involvement
 - 3.1.1 A parent has requested the school assistance and has given their written authorization by completing a Request for Administration of Medication in School form ([Form 316-01](#)) provided by the Principal to have the medication administered by the designated staff member.
 - 3.1.2 The physician who prescribed the medication has confirmed that unless the medication is administered during school hours, the health of the student will suffer and has authorized the District to administer the medicine. The parent will have the prescribing physician sign the Request for Administration of Medication in School form ([Form 316-01](#)).
 - 3.1.3 The parent will complete a Student Health Questionnaire ([Form 316](#)) for attachment to the Permanent Student Record. The Public Health Nurse can be available for consultation if required.
 - 3.1.4 Parents/guardians are responsible to keep the Principal informed as to changes in the medical status of students, including any changes to medications.

3.2 Principal & School Responsibilities

- 3.2.1 Education regarding the administration of medication in the school setting is the responsibility of the Principal and/or designate. The Parent, Support Services staff, Public Health Nurse may assist in the education of staff if required.
- 3.2.2 If deemed necessary, the Principal and/or designate may arrange for a meeting of the student's teacher(s) or designated staff member, parent(s) or legal guardian(s), Support Services staff, the Public Health Nurse or his/her representative and, where appropriate, the student.
- 3.2.3 Where medication is to be administered at school, the Request for Administration of Medication at School ([Form 316-01](#)) and the Student Health Questionnaire ([Form 316](#)) must be fully completed by the parent(s). Also an additional procedure outlining the steps taken in the event the designated staff is absent is also required. Both forms and the contingency procedure constitute the student's Medical Intervention Plan.
 - 3.2.3.1 The Medical Intervention Plan is to be retained in the school office with the medication, where applicable. Staff administering medication to students will keep a record.
- 3.2.4 If the school is required to store medication on school premises, the parent/guardian shall be informed that they are responsible for delivering the medication to the school in a properly labeled prescription container and for replacing medication that has reached its "expiry date". The school must keep the medication in a locked cupboard in a place inaccessible to students and will inform parents when the expiry date is approaching.

4. Emergency Situations

- 4.1 Where a student may require medication in an emergency situation, e.g., an injection of adrenaline for an allergic reaction, the Principal shall make all teachers and other staff members who may have to supervise that student aware of this fact and the steps to be taken should such an emergency occur. The Public Health Nurse can provide training to school staff on the administration of adrenaline.

Reference: Sections 7, 8, 17, 20, 22, 65, 84, 85, 95 School Act
Good Samaritan Act
School Regulation 265/89

Adopted: May 13, 1998
Amended: August 19, 2019

AP 316 - APPENDIX - DEALING WITH TYPE 1 DIABETICS

Background

Type 1 Diabetes (T1D) occurs when the pancreas is unable to produce insulin. In T1D, insulin must be administered by injection – insulin pen or pump - throughout the day in order to manage the disease. If Type 1 Diabetes is not controlled, it can be fatal.

Supports required for managing Type 1 Diabetes in the school will vary depending on the age and needs of the student. Effective management of this disease requires collaboration between parents/guardians, school staff and Vancouver Island Health Authority (VIHA) Nursing Support Services (NSS) as well as a clear understanding of the roles and responsibilities of all parties. The ultimate goal of diabetes management within the school setting is to have the student become independent with their care. Even when the student is independent the school must be prepared to provide care in a diabetic emergency.

Procedures

1. Information and Awareness

- Parents/guardians have the primary responsibility for informing and updating school personnel regarding their child's diabetes.
- The child should wear a Medic Alert bracelet or other emergency identification.
- Safety measures a school can reasonably expect to implement are:
 - 1.1 ["Diabetes Support Plan and Medical Alert Management Form"](#) and ["Diabetes Medication Administration Form \(Insulin and/or glucagon administration only\)"](#) should be kept along with other information in the School Health Resource Book. These should be updated at the beginning of each year.
 - 1.2 A meeting/contact with the child's parents/guardians to review the Diabetes Support Plan shall be held at the beginning of the year.
 - 1.3 Appropriate staff (teaching and non-teaching) must be made aware of and be able to visually identify students who have this condition. This may include: teachers, education assistants, custodians, office staff, TTOCs, and first aid attendants. Information on T1D can be found at <http://www.bced.gov.bc.ca/health/diabetes/> General Information about Diabetes for School Personnel <http://learn.phsa.ca/BCCH/Insulin/schools/> (Parts 1 and 2.)
 - 1.4 A photo of the student is posted in a designated place(s) in the school.

- 1.5 Appropriate staff must be knowledgeable of the student's signs and symptoms of hypoglycemia.
- 1.6 Appropriate staff must know the student's emergency plan, including where fast acting glucose is kept for the student.
- 1.7 There needs to be recognition by appropriate staff of the increased risk to the student associated with increased exercise, meal delay/quantity, dosage/administration in insulin, or in the case of illness/vomiting.
- 1.8 Ensure that diabetes supplies (e.g. fast acting glucose, blood testing equipment, insulin and glucagon -if authorized by the parent) and the diabetes emergency plan are with the student if they are on excursions away from the school property

2. Management of Type 1 Diabetes in School

The parent and student (if independent) have the primary responsibility for managing Type 1 Diabetes at school. Where a child is not yet independent in the management of their condition, delegated care is available through VCH Nursing Support Services (NSS) for Blood-Glucose Monitoring, Insulin Administration via an insulin Pump or an Insulin Pen.

The parent is responsible for supplying and maintaining all necessary supplies and equipment.

Supports that a school can reasonably be expected to implement are:

- 2.1 Designate staff to ensure that the students with diabetes in the elementary grades, as well as newly-diagnosed students, have the support they need at school to manage their diabetes.
 - 2.2 Ensure that the student has a clean, accessible area in the class/school to do blood glucose testing, administer insulin and dispose of sharps.
 - 2.3 For students not fully independent in the management of their diabetes, an Individual Care Plan can be provided. The Nursing Support Services will take responsibility for developing the written Individual Care Plan with the parents, training and monitoring the education assistant(s) (or others as designated by school administration) in the provision of Blood-Glucose Monitoring and/or Insulin Administration via a pump or insulin pen. If the parent does not want Nursing Support Services, the parent may choose to attend school to do the blood glucose monitoring and insulin administration.
3. The parent is responsible for developing the emergency plan – complete the [“Diabetes Support Plan and Medical Alert Management Form”](#) in collaboration with the school and must have the physician complete the [“Diabetes Medication Administration Form \(Insulin and/or glucagon administration only\)”](#) if glucagon injections are to be given in the event of severe hypoglycemia. Parents are responsible for providing and replacing the glucagon emergency kit, as required.

Safety measures a school can reasonably be expected to implement are:

- 3.1 An emergency response plan must be developed as part of the Diabetes Support Plan and reviewed annually.
- 3.2 A medical alert and explanation of the emergency response plan must be made available to all staff supporting the student including TTOCs.
- 3.3 An up-to-date glucagon emergency kit must be stored in a secure, unlocked area at room temperature (not refrigerated). The student's glucagon should be kept in the main office with their forms and plans at the school level.
- 3.4 An annual training session will be provided by VIHA Nursing Support Services for any newly-designated school staff wishing to be retrained every fall in the administration of glucagon injections as an emergency response to severe hypoglycemia. The public health nurse can be contacted if training is required outside of this timeframe, particularly if a student is newly diagnosed and diabetes is new for the school.
- 3.5 Common signs and symptoms of mild to moderate hypoglycemia may include: sweaty, shaky, hungry, pale, dizzy, mood changes, irritable, tired/sleepy, blurry, double vision, difficulty concentrating, confused, poor coordination, difficulty speaking and headache.
- 3.6 Symptoms of severe hypoglycemia include seizure and unconsciousness.
- 3.7 When in doubt, DO:
 - Treat for hypoglycemia with fast-acting sugar (E.g., juice).
 - If the student is unable to take fast-acting sugar orally, is unconscious or having a seizure, call 911 and administer glucagon (if authorized by the parent/guardian).
 - Notify the parent/guardian.

Reference: Sections 7, 8, 17, 20, 22, 65, 84, 85, 95 School Act
Good Samaritan Act
School Regulation 265/89
http://www.bced.gov.bc.ca/health/diabetes/diabetes_support_plan.pdf
http://www.bced.gov.bc.ca/health/diabetes/diabetes_medication_administration_form.pdf

Adopted: September 1, 2018

AP 317 - ANAPHYLAXIS/LIFE-THREATENING ALLERGIES

Background

Anaphylaxis is the term used to describe a life-threatening allergic reaction. An anaphylactic reaction can develop within seconds of exposure to an allergen and if left untreated will quickly lead to death.

The District is committed to the principle of providing a safe learning environment for its students. This includes providing a safe environment for those with life-threatening allergies identified as having the potential for an anaphylactic reaction.

Having an anaphylaxis/life-threatening allergy action plan in place that includes reducing exposure to allergens, providing information and developing awareness for the entire school community, training school staff in prevention measures and adrenaline pen administration, and having emergency response procedures in case of accidental exposure is an expectation for the support of students with life-threatening allergies.

It is the responsibility of parents with children who have anaphylaxis/life-threatening allergies to identify their children to the Principal.

In the event of an anaphylactic event, District employees may administer adrenaline pens to students in accordance with documented medical authorization and instructions.

Procedures

1. Students who have identified at risk for anaphylaxis/life-threatening allergy and:
 - 1.1 Require specific arrangements for maintaining a safe and healthy environment, and
 - 1.2 Need to take emergency medication in response to exposure to a potential allergen while at schoolshall have a plan of action developed by the Principal in partnership with the student's parents, the classroom teacher, and if age appropriate the student, for maintaining a reasonable level of safety and wellbeing for the student with anaphylaxis/life-threatening allergies. This process will include developing an emergency response plan in the case of accidental exposure to a life-threatening allergen.
2. The plan of action shall consist of the following procedures:
 - 2.1 The parent(s) will inform the Principal about the student's potential for anaphylaxis and life-threatening allergies.
 - 2.2 Registration forms will be completed that identify student allergies or health concerns. Parents shall provide the Principal with completed District Forms – *Anaphylactic – Life Threatening Allergy Plan (Plan 317-1)*, *Request for Administration of Medication*

at School ([Form 316-1](#)) (this form includes parental consent, physician's orders and other significant data). In each school, the Principal will find copies of these forms in the "School Health Resource Book", which is supplied and updated by the Public Health Nurses.

- 2.3 Parents of the student with life-threatening allergies must meet with the Principal and classroom teacher prior to the student's first day in school or anytime there is a change in condition.
- 2.4 The Principal is responsible for implementing a procedure to ensure that all school staff including teachers on call (TOC) are aware of the student with anaphylaxis/life-threatening allergy, the anaphylaxis/life-threatening allergy plan, and emergency procedures. Prominent notation of the existence of a medical request form shall be made on the student's "Permanent School Record Card" (Medic Alert).
- 2.5 Parents are responsible for instructing their child on wearing a medical alert device, to eat only foods prepared by the parent, on ways of avoiding contact with substances he or she is allergic to and, when age appropriate, on how to administer emergency medication. School staff must not rely on the ability of a student to administer their own adrenaline medication.
- 2.6 After discussion with parents and the child with a life-threatening allergy, parents of other students are to be appropriately informed about life-threatening allergies and requested to reduce exposure to allergens and in the case of life-threatening food allergies to avoid including foods containing the allergens in school lunches and snacks.
- 2.7 Principals shall review all food-related activities to maintain a reasonable level of safety for the student identified at risk for anaphylaxis/life-threatening allergy with consideration to:
 - 2.7.1 Procedures to be followed when a product containing the allergen has been identified and brought to the classroom;
 - 2.7.2 Elimination of allergens from food products prepared for all school sports activities and school community functions;
 - 2.7.3 Education of the student parent community, staff, and food handlers;
 - 2.7.4 Hand washing procedures;
 - 2.7.5 Emergency procedures in cases of accidental exposure.
3. Principals must have a protocol in place to ensure those responding to an anaphylaxis emergency know what to do. The emergency protocol to include:
 - 3.1 Administer EpiPen;
 - 3.2 Call 911 and ask for an Advance Life Support Ambulance;
 - 3.3 Call student's parents/guardians;
 - 3.4. Administer a second EpiPen within 10 minutes if symptoms have not improved;
 - 3.5. Have student transported to hospital by ambulance.
4. Medication Administration and Maintenance

- 4.1 If the medication required must be administered for more than a school year, a new request form shall be completed in September of each year and the previous form destroyed by the school administrator.
 - 4.2 Early in the school year, parents shall be informed through the school's newsletter that if their children require medication to be administered at school, the District "Request for Administration of Medication at School" form ([Form 316-1](#)) is available from the school and must be completed and returned to the Principal.
 - 4.3 Parents shall provide and replace when outdated all required medication for the treatment of anaphylaxis/life-threatening allergies.
 - 4.4 Attention to the expiry date of all medication being kept in school for the student is necessary to ensure the medication is not outdated. The Principal will develop a process for reviewing expiry dates of medications administered for anaphylaxis/life-threatening allergies.
 - 4.5 If a student who requires medication at school participates in a curricular or extra-curricular field trip, the designated staff member shall inform the supervising staff member of the student's need for medication. If required, parents shall provide adequate instruction and training for the field trip supervisor concerning the administration of the medication.
- 5 Principals are to refer to the following resources:
- 5.1 Canadian School Boards Association (3rd Edition). [Anaphylaxis in Schools and Other Settings](#)
 - 5.2 Additional support is available from the public health nurse for consultation and District employee training.

Reference: Sections 7, 17, 20, 22, 65, 84, 85, 95 School Act
School Regulation 265/89
Anaphylaxis Protection Order M232/07
Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association
British Columbia Anaphylactic and Child Safety Framework

Adopted: June 20, 2007
Amended: April 23, 2012; September 1, 2018

Administrative Procedure 318

AP 318 - PEDICULOSIS (HEAD LICE) MANAGEMENT

Background

Head lice are common in BC communities. Although they are a bother, head lice are not a health risk.

Procedures

1. The District will follow recommendations set out by [Island Health](#).

Reference: Sections 7, 17, 20, 22, 65, 85 School Act

Adopted: September 1, 2018

AP 320 - STUDENT RECORDS

Background

Student records are the key element in the measure of a student's progress and history in the District. They are the property of the District and require sensitive treatment to maintain confidentiality and to make effective use of them on behalf of the student.

Student records will be safeguarded and maintained on behalf of the District, students, and parents.

Definitions

Student Record: For the purpose of this Administrative Procedure, student record means a record of information in written or electronic form pertaining to a student, or to a child registered for an educational program provided at home, but it does not include a record prepared by a person if that person is the only one who will have access to the record. In general and not restrictively, the student record will consist of: the permanent record card, the cumulative folder, and restricted records.

Restricted Records: Professional reports such as those provided by psychologists and psychiatrists are classified as restricted records. Medical, legal or social service reports about the status of a student will be available to the Superintendent and may be designated as restricted records. Restricted records will normally be filed outside the cumulative folder.

Procedures

1. Establishment
 - 1.1 The Principal is responsible for the establishment and maintenance of a record for each student registered in that school, including security of access to records and the culling of the file before it is transferred to another school.
2. Contents of Records
 - 2.1 Any information placed on a student's record must be done with the knowledge that the student and the student's parents have access to all information on the student record, and the information will be considered to be official documentation of the District.
 - 2.2 Current student records are to contain materials relevant to student achievement, program, placement and progress.
 - 2.3 Longer term student records shall not contain informal anecdotal comments relating to the student's progress or performance. It follows that files need to be culled at regular intervals.

3. Access to Records

- 3.1 A student and the parents of the student are entitled to examine the entire student record of the student involved. The Principal, or a person designated by the Principal to interpret the records, must be present while the examination is taking place. The school record shall also contain a reference to the location of any information, including restricted records, which is being kept outside the cumulative folder.
- 3.2 A person providing health services, social services or other support services shall have access to information required to carry out that service while accompanied by designated school personnel.
- 3.3 First Nation Band employees specified in Local Education Agreements shall have access to the records identified in the Agreement.
- 3.4 Unless a court orders otherwise, a spouse who has been granted access to a child of the marriage has the right to make inquiries and to be given information as to the health, education and welfare of the child.

4. Confidentiality - Levels of Access

- 4.1 Report cards, academic transcripts and statements of standing once prepared will be provided to the student and those entitled to have access to the student records.
- 4.2 Raw data, working records and materials which are the professional working materials of the teacher, school or District will, upon request, be shared with those who have access to the student records in conferences but shall not become part of the student record.
- 4.3 Standardized test and assessment data and results which have been entered in the student file shall be accessible, upon request, through the Principal who shall ensure that such information is provided in a conference with a professional qualified to interpret the data in its intended context.
- 4.4 Restricted information files shall not be given to those who have access to the student record but the contents may be discussed with them as required.
- 4.5 A student record, or a certified copy thereof, shall not be given to others not indicated in this Administrative Procedure without the written permission of the parent, or legal representative of the student if the student is an adult, except where the permission has been explicitly granted by a motion of statutory declaration or by a court order.
- 4.6 Anyone who has reached the age of legal majority may authorize the release of their own student record.

5. Removal or Correction of Student File Entries

- 5.1 Persons with access rights may request the Principal to correct or remove entries in a student's record.
- 5.2 The Principal, on receiving such a request, shall make a ruling.
- 5.3 If the Principal denies the request, the applicant shall be informed of the right to appeal through the District's appeal procedure.

6. Transfer of Student Records

- 6.1 In the event that the student transfers to another school within the District, the Principal shall, upon request, transfer the entire student record to the new school.
- 6.2 When a student transfers out of the District, all restricted information shall be removed from the file and a notation made that this has occurred before the record is transmitted to the new school. Release of the restricted information shall be through the Assistant Superintendent or District Principal, Special Services, after receipt of student and/or parent approval.
- 6.3 Permanent Record Cards shall only be transferred to other public schools operated by Districts within the province and provincial schools. Copies of permanent record cards may, however, be sent to independent schools and schools outside the province.

7. Retention of Student Records

- 7.1 The student record shall be maintained for five (5) years beyond the student's expected graduation from secondary school.
- 7.2 The Permanent Record Card and copy of the Graduation Transcript shall be retained for fifty-five (55) years beyond the expected date of graduation.

Reference: Sections 7, 17, 20, 22, 65, 85 School Act
Divorce Act
Interpretation Act

Adopted: November 9, 1998
Amended: September 1, 2018

AP 321 - YOUNG OFFENDER RECORDS

Background

The District recognizes that from time to time students classified as Young Offenders under the Youth Criminal Justice Act may be enrolled in its schools. Information provided to designated officers of the District under the provisions of amendments to the Act in order to address school safety and security issues, and provide a collaborative and coordinated case management approach to the rehabilitation of the young person, will be handled by designated officers of the District in accordance with the provisions of the Youth Criminal Justice Act and its amendments, and any other applicable statutes.

Procedures

1. Access to information provided under amendments to the Youth Criminal Justice Act is restricted to designated personnel.
 - 1.1 The Principal of the school the young offender attends shall be the custodian of all information provided by the youth worker.
 - 1.2 In the event that the person designated as Principal of the school attended by the young offender is transferred or leaves the school or the District, the individual designated as acting Principal shall be the custodian of all information provided by the youth worker until a new Principal is designated.
 - 1.3 The Principal shall ensure that no persons other than those with a “need to know” have access to the disclosed information. It is not appropriate to provide all staff with some form of a general bulletin in respect of a young offender where safety issues are a concern.
 - 1.4 School personnel, who deal directly with the student, have a right to information to which appropriate responses can be made in order to preserve the safety of other students or the staff.
 - 1.5 Where a student, a parent or guardian, or a professional (e.g. social worker) requests information for the purposes of further counselling or coordinating services in the best interests of the young offender, the request shall be referred to the youth worker.
 - 1.6 The Principal, in determining the persons to whom to release information, shall bear in mind that:
 - 1.6.1 Inappropriate disclosure could result in a fine or imprisonment; and
 - 1.6.2 The right of the young offender to confidentiality must be maintained.
2. Information provided under amendments to the Youth Criminal Justice Act is to be filed and stored under secure conditions.
 - 2.1 Information about a young offender shall be kept separate from the student’s school record portfolio and from any other record accessible to other staff.

- 2.2 A list of the persons to whom the information is to be disclosed shall be appended to the young offender's file and only those whose names appear on the list shall have access to the file.
 - 2.3 Young offender records shall be kept in a locked cabinet and shall be under the control of the Principal.
 - 2.4 Young offender records shall be destroyed when they are no longer required for the purpose for which the information was disclosed.
 - 2.5 When a young offender ceases to be a student at the school to which information was provided the young offender records shall be destroyed.
3. Ongoing communication between youth justice personnel and school and District staff is encouraged.
 - 3.1 Principals shall inform the youth worker whenever a young offender about whom they have received information transfers to another school.
 - 3.2 It is the responsibility of the youth worker to advise the receiving school about the student's young offender status. The Principal of the sending school shall not forward any young offender files or information to the receiving school when a young offender transfers to another school.
 - 3.3 The Principal is to meet regularly with the youth worker in order to:
 - 3.3.1 Be advised of any changes regarding probation, conditional supervision or temporary absence orders, including the expiration of such orders.
 - 3.3.2 Advise the youth worker of attendance or other problems which may result in the young person being found in violation of a court order regarding bail, probation, conditional supervision or temporary absence.
 - 3.4 The Principal, upon written request from a youth worker to provide information for a report ordered by a youth court judge, shall arrange for the release of information from the student record portfolio after first receiving the following information from the youth worker:
 - 3.4.1 Name;
 - 3.4.2 Age;
 - 3.4.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized;
 - 3.4.4 Timelines with respect to providing information;
 - 3.4.5 Specific description of the type of information required such as:
 - 3.4.5.1 Attendance of the student;
 - 3.4.5.2 The program or courses in which the student is enrolled;
 - 3.4.5.3 The performance of the student;
 - 3.4.5.4 The nature of incidents giving rise to discipline and the type of discipline imposed; and
 - 3.4.5.5 The number of years for which the information is required (for the current school year or the student's entire career in the school).

Before any information is released, the Principal shall obtain the consent of the parent, or of the student or the parent if the student is sixteen (16) years of age or older.

3.5 The Principal is authorized to request the Attorney General, an agent of the Attorney General, a peace officer, or a provincial young offender's director, to apply on behalf of the District to a youth court relative to:

3.5.1 Disclosing information to the Principal when the Principal believes that a student poses a risk to the safety of school personnel; or

3.5.2 Disclosing court-ordered psychological assessments; or

3.5.3 Disclosing information that will assist school personnel in providing an education program for the student and creating an appropriate environment for that program.

3.6 In circumstances where there is a difference of opinion between the youth worker and school staff regarding the nature or extent of information to be provided by one party or the other, the matter shall be referred to the Superintendent for resolution with an appropriate officer of the Young Offenders Branch.

Reference Sections 6, 20, 22, 26, 65, 85 School Act
Youth Justice Act
Youth Criminal Justice Act (Canada)

Adopted: September 2018

AP 322 - LEGAL CUSTODY OF CHILDREN

Background

Custody disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been assigned. In such cases, de facto custody lies with the parent/guardian with whom the child lives.

While it is preferable to avoid becoming involved in a custody dispute, the protection and best interest of the child must be the major factor in a Principal's decision whether or not to release a student to a person claiming custody.

Students who are the subjects of custody claims are not to be released from school until the normal morning or afternoon dismissal time.

Procedures

1. All claims for the custody of students must be referred to the Principal.
2. Where there is a demand for custody of a student and legal custody is uncertain, the Principal shall:
 - 2.1 Ask the claimant to identify themselves and produce a court order or judicial statement.
 - 2.2 Inform the claimant that the student will not be released from school until the normal morning or afternoon dismissal time; and that the parent/guardian with whom the student lives will be informed that the claim for custody has been made.
 - 2.3 Notify the parent with whom the student lives that the claim for custody has been made.
 - 2.4 Attempt to bring the two (2) parties to agreement as to whom the student will be released. A school social worker or police officer may be called upon for assistance in the mediating role.
 - 2.5 If the parent with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parents/guardians may seek the assistance of the school social worker in making temporary arrangements for the child's care.
3. A record shall be kept in the school of any custody claims which may be received, including dates, times, names and demeanor of persons involved, and as much of their actual statements as it may be possible to record.
4. When deemed necessary, the Associate Superintendent shall be informed by the Principal of all demands for custody which the Principal may receive.

5. No visitation by a non-custodial parent will be permitted during school hours.

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 School Act
Child, Youth and Family Enhancement Act
Divorce Act
Family Relations Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms

Adopted: September 1, 2018

Administrative Procedure 325

AP 325 - CHILD ABUSE AND NEGLECT

Background

The District requires all staff to concern themselves with the physical, social and emotional welfare of each student. Abuse or neglect of children and youth must not be left unchecked by persons charged with the care of students.

Consistent with the objectives of the District, education is to assist students to deal with social issues including the implementation of appropriate child abuse prevention programs.

Definitions

For the purpose of this Administrative Procedure:

Child abuse can take different forms. It may be physical, sexual, emotional or the result of neglect as defined in the [BC Handbook For Action on Child Abuse and Neglect](#) and companion guide [Responding to Child Welfare Concerns: Your Role in Knowing When and What to Report](#). (p 3-6)

Physical abuse is the deliberate, non-accidental physical assault or action by an adult or significantly older or more powerful child that results or is likely to result in physical harm to a child.

Sexual abuse means any sexual use of a child by an adult or significantly older or more powerful child. There are many criminal offences related to sexual activity involving children prohibited in the Criminal Code of Canada.

Sexual activity between children may constitute sexual abuse if the difference in age or power is so significant that the older or more powerful child is clearly taking sexual advantage of the younger or less powerful child. This would exclude consensual, developmentally appropriate sexual activity between children where there is no significant difference in age or power between the children.

Sexual exploitation is a form of sexual abuse that occurs when a child engages in sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations. Sexual activity includes: performing sexual acts, sexually explicit activity for entertainment, involvement with escort or massage parlour services and appearing in pornographic images. Children living on the street are particularly vulnerable to exploitation. Children in the sex trade are not prostitutes or criminals. They are victims of abuse.

Emotional abuse, the most difficult type of abuse to recognize, may range from habitual humiliation of a child to withholding life-sustaining nurturing. It can include acts or omissions by those responsible for the care of a child that are likely to have serious, negative emotional impacts. Emotional abuse may occur separately from, or along with, other forms of abuse and neglect.

Emotional harm occurs when emotional abuse is persistent and chronic. It can result in emotional damage if a child demonstrates severe anxiety, depression, withdrawal or self-destructive or aggressive behaviour.

Neglect is the failure to provide for a child's basic needs. It involves an act of omission on the part of the parent that results or is likely to result in physical harm to the child. Neglect may include failure to provide food, shelter, or basic health care. It generally refers to situations in which a child has been, or is likely to be, physically harmed through action or inaction by those responsible for care of the child.

Need of Protection: A child is in need of protection under the Child Family and Community Service Act if the child is:

- abused or neglected so that the child's safety or well-being is endangered;
- abandoned;
- deprived of necessary care through the death, absence or disability of the child's parent;
- deprived of necessary medical attention; or
- absent from the child's home in circumstances that endanger the child's safety or well-being.

Procedures

1. Legal Duty to Report

1.1 "Any person who has reason to believe that a child

1.1.1 has been, or is likely to be, physically harmed, [emotionally abused,] sexually abused or sexually exploited by a parent or other person, or

1.1.2 Needs protection under Section 13(1)(d) to (k)

must promptly report the matter to a Director or a person designated by a Director."

The above quote is part of the BC Child, Family and Community Service Act (Section 14 (1) (a) and (b)).

1.2 District employees, therefore, who have "reasonable grounds" are thus required by law to report to the local Ministry of Children and Family Development (MCFD) or by a Delegated Indigenous Child and Family Services Agency their suspicions of a case of child abuse.

1.3 A person who fails to report commits an offence. (Section 14(6)).

1.4 A teacher must report suspected abuse or neglect to a child welfare worker as outlined in the BCTF Code of Ethics.

2. Protection from Liability Section 14(5)

2.1 "No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information."

3. The Role of District Employees

As service providers, teachers, other District employees and other personnel are in daily contact with children, they are frequently the first adults to become aware of situations which may be indicative of abuse or neglect. All employees being persons in a position of

trust, therefore, share an additional responsibility for increasing their own awareness and knowledge of:

- 3.1 The identification of child abuse or neglect;
- 3.2 Their responsibility to report all suspected cases to a child welfare worker;
- 3.3 The appropriate provincial and District procedure to follow when reporting suspected cases as outlined in the companion guide entitled [*Responding to Child Welfare Concerns Your Role in Knowing When and What to Report*](#).

In addition, District employees are to:

- 3.4 Conduct themselves in a manner which maintains a student-adult relationship built on trust and mutual respect for the rights of each as expected in [Administrative Procedure 104 - District Code of Conduct](#);
- 3.5 Refrain from any behaviour through word or action which might be construed as “suggestive” or “abusive” either sexually, emotionally or physically;
- 3.6 Attend District-sponsored in-service on Child Abuse and Neglect whenever possible.

4. District Protocols

- 4.1 District staff in conjunction with officials from Cowichan Tribes, the RCMP and Ministry for Children and Family Development personnel have organized protocols to be followed by all District personnel. These protocols shall be reviewed with the Ministry of Children and Family Development (MCFD), a Delegated Indigenous Child and Family Services Agency, and the RCMP, and updated prior to September 1 each year. A revised draft of the District Child Abuse/Neglect Protocols will form part of this Administrative Procedure and be referred to as an Appendix.

5. Responsibilities of the District:

- 5.1 To make accessible to all staff members a copy of the [Responding to Child Welfare Concerns: Your Role in Knowing When and What to Report](#), a companion guide to the [BC Handbook For Action on Child Abuse & Neglect](#);
- 5.2 To attach to this companion guide a copy of Administrative Procedure 325;
- 5.3 To review and distribute to each staff member at the beginning of each school year, a copy of the procedure to be followed by staff.

6. Principals' Responsibilities:

- 6.1 To make accessible to all staff members, a copy of [Responding to Child Welfare Concerns Your Role in Knowing When and What to Report](#), a companion guide to the [BC Handbook For Action on Child Abuse & Neglect](#);
- 6.2 To attach to this companion guide a copy of Administrative Procedure 325;
- 6.3 To review with each staff member their duty to report at the beginning of each school year.

Reference: Sections 7, 9, 15, 16, 17, 20, 22, 65, 79, 85, 177 School Act
Section 13, 14 Child, Family and Community Service Act
Freedom of Information and Protection of Privacy Act
Section 32.2 Health Profession Act
Section 27.1 Teacher Profession Act
Criminal Code of Canada
B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers, 2007
Responding to Child Welfare Concerns, 2007
Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report
Interagency Protocol for Reporting and Investigation of Child Abuse and Neglect
Delegated Indigenous Child and Family Services Agency Protocol
Criminal Code of Canada
BCTF Code of Ethics

Adopted: May 20, 2009

Amended: September 1, 2018

AP 325 - APPENDIX - PROTOCOL FOR REPORTING CHILD ABUSE AND NEGLECT

Representatives from the District, officials from the Ministry of Children and Family Development (MCFD), Delegated Indigenous Child and Family Services Agency, and members of the RCMP revised protocols which would facilitate reporting child abuse and neglect. The following has been prepared to reflect information and direction stated in the [BC Handbook For Action on Child Abuse and Neglect](#) and to facilitate an interdisciplinary response to reports of abuse and neglect. The Delegated Indigenous Child and Family Services Agency Protocol between the District and C6 Lalum útul Smun éem Child and Family Services (“LS”) Cowichan Tribes facilitates reporting child abuse and neglect for an Indigenous child or youth living on Cowichan Tribes reserve.

Part 1: Instances to be Reported

1. When a child discloses abuse and the alleged abuser is not an employee of the District, it is suggested that the informed person (teacher, nurse, secretary, etc.) accept the information, and follow directions in the section entitled *If A Child Tells You They Have Been Abused or Neglected* (p.7) in [Responding to Child Welfare Concerns: Your Role in Knowing When and What to Report](#) companion guide.
2. When an employee suspects child abuse or abusive behaviours between students:
 - 2.1 The law requires all school personnel to report any suspicion of abuse. Proof of evidence is not required; the usual test is the professional judgment of the reporter based on impressions gained from the child or from third-party observations. Whoever believes the child is being abused must initiate the report, even in the face of disagreement or opposition. There is immunity from liability for reports which prove unfounded unless it can be shown that the reporter knowingly acted on false information.
 - 2.2 The [BC Handbook For Action on Child Abuse and Neglect](#) (pages 27-29) delineates indicators of possible abuse or neglect and is to be consulted to establish reasonable grounds.
3. When the alleged abuser is an employee of the District:
 - 3.1 It will be the responsibility of each agency to consult with the other two in order to agree on a joint strategy to interview the child, the employee (alleged abuser), the parents, or any other sources necessary to determine whether there are grounds for further investigation.
 - 3.2 If the need for further investigation is warranted, this will be undertaken according to the plan mutually agreed upon between the Area Manager of Ministry of Children and Family Development (MCFD) or Delegated Indigenous Child and Family Services Agency or delegate, police officer and the Superintendent.

- 3.3 The Superintendent will report to the Board (in camera) with sufficient information and recommendation to enable the Board to take appropriate remedial and/or disciplinary action, whether or not criminal charges also result.
 - 3.4 The Superintendent is to ensure the Ministry of Children and Family Development (MCFD) or Delegated Indigenous Child and Family Services Agency and the RCMP are notified in writing of the Superintendent's recommendations and the action taken by the Board.
4. Procedure To Be Followed When An Employee Has Been Falsely Accused
 - 4.1 Where the Superintendent is made aware by any source that an employee has been falsely accused under Section 15 of the School Act, then the District stands ready to assist that person wherever and whenever possible.
 - 4.2 Appropriate assistance or support will be made available to the victim of false accusations.

Part 2: The Abuse Report

1. The informed person reports to the Ministry of Children and Family Development (MCFD) or Delegated Indigenous Child and Family Services Agency duty child welfare worker immediately or after office hours to the Ministry for Children and Families Emergency Services by telephoning the Helpline for Children at 310-1234 or after hours in any community in BC at **1-800-663-9122**. If the child is in immediate danger, call 9-1-1 or the local RCMP. The report is to follow the directions in the section entitled *If You Believe a Child May Be At Risk of Child Abuse or Neglect* (pages 8-9) in [Responding to Child Welfare Concerns: Your Role in Knowing When and What to Report](#) companion guide must have contain as much of the following information as possible:
 - 1.1 The reporter's full name, date of birth, address, telephone contact numbers (home, work, cell) and school;
 - 1.2 The child's full name, date of birth, grade, parents' full names (and name of school attending if known); home address(es) and telephone contact number(s); office telephone number(s) of parents;
 - 1.3 The full name, date of birth, address and telephone contact numbers (home, work, cell) of the alleged offender, if different from the parent, and any other information which might help locate or identify the offender;
 - 1.4 A verbatim detailed, accurate account of the suspected abuse or neglect, including when and where it took place;
 - 1.5 Any immediate concerns about the child's safety;
 - 1.6 The hours of operation of the school;
 - 1.7 The child's bus schedule; and
 - 1.8 Any special concerns about the child.
2. The informed person:
 - 2.1 Reports to the Principal immediately after reporting to Ministry of Children and Family Development (MCFD) or Delegated Indigenous Child and Family Services Agency;

- 2.2 Writes down as much information as possible disclosed by the child which will help if and when this information might be needed at a later time (interviewing the reporter);
 - 2.3 Reports to no one else as per the tenets of the Freedom of Information and Protection of Privacy Act (1992).
3. The Principal informs the Superintendent.
 4. The Ministry of Children and Family Development (MCFD) or Delegated Indigenous Child and Family Services Agency child welfare worker will:
 - 4.1 Contact the RCMP when necessary;
 - 4.2 Arrange the interview with the child;
 - 4.3 Contact the parents;
 - 4.4 Confirm in writing (copy of form letter (Form 325-1)) the receipt of the report;
 - 4.5 Endeavour to contact the Principal at a later date in order to;
 - 4.5.1 Communicate certain aspects of the case;
 - 4.5.2 Discuss possible strategies with the classroom teacher in order to facilitate the child's coping in the classroom.
 5. The confidentiality of the reporter will not be disclosed without prior consent.

Reference: Sections 7, 9, 15, 16, 17, 20, 22, 65, 79, 85, 177 School Act
Section 13, 14 Child, Family and Community Service Act
Freedom of Information and Protection of Privacy Act
Section 32.2 Health Profession Act
Section 27.1 Teacher Profession Act
Criminal Code of Canada
B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers, 2007
Responding to Child Welfare Concerns, 2007
Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report
Interagency Protocol for Reporting and Investigation of Child Abuse and Neglect
Delegated Indigenous Child and Family Services Agency Protocol
Criminal Code of Canada
BCTF Code of Ethics

Adopted: May 20, 2009
Amended: September 1, 2018

AP 330 - STUDENT ATTENDANCE

Background

Regular attendance by students in all their classes enhances their performance and contributes substantially to their rate of progress. While students have a right to access an educational program they also have a responsibility to attend classes regularly and pursue their studies in a diligent manner.

Specific provisions for regulating the attendance of students shall be developed in consultation with students, staff and parents' advisory councils as appropriate.

Procedures

1. An accurate daily record of attendance shall be kept for each student.
2. Principals are expected to have in place a system for verifying reasons for non-attendance on a daily basis.
 - 2.1 For all grades, unexplained absences will be reported to the office.
 - 2.2 In the elementary schools, attendance shall be done in the morning and afternoon. All unexplained absences during the school day shall be reported to the office immediately after the absence becomes apparent. All reasonable efforts must be immediately made to determine the whereabouts of students reported absent.
 - 2.3 In the high school, attendance shall be done during each period. All reasonable efforts must be made shortly to determine the whereabouts of students reported absent.
3. Teachers shall assist in maintaining an accurate attendance record for each student.
4. Parents are to be encouraged to take the initiative in advising the school when students are absent.
5. In cases of unexplained absences, suspected truancy or excessive absences occurring, the parent or guardian shall be contacted as soon as a pattern of poor attendance becomes evident, as determined by the school's attendance procedures.
6. Initial investigation of reasons for extended student absence from school shall be the responsibility of the Principal. An annotated log is to be kept of each contact with the home.
7. The Principal shall establish procedures with students who are inexcusably absent from school or classes. These procedures are to reflect:
 - 7.1 Efforts to work directly with the student to resolve the issue;

- 7.2 Ongoing communication and consultation with the parents concerning the attendance problem;
- 7.3 Progressively more serious consequences for students who are persistently and inexcusably absent; and
- 7.4 After all possible avenues of remediation have been exhausted at the school level, subsequent absences by the same student shall result in the Principal referring the matter to the Superintendent.

Reference: Sections 2, 3, 4, 6, 7, 8, 17, 20, 22, 65, 79, 85 School Act

Adopted: September 1, 2018

AP 340 - SAFE AND APPROPRIATE ACCESS TO STUDENTS, STAFF AND DISTRICT PROPERTY

Background

The District supports and encourages parents and interested individuals and organizations to visit and participate in District facilities. The District recognizes the valuable contribution that individuals and local non-profit and for-profit organizations and agencies can make to the learning environment, and to other facility-based programming. However, it is the District's responsibility to make the final educational decisions.

Concurrently, the District has a duty to provide a safe and effective learning and working environment.

Therefore, in the interest of safety for students and employees, and the security of District facilities, individuals other than staff or students need to report to the Principal's office, or other specified area, on arrival at a District facility. It is the expectation of the District that each Principal in consultation with District staff shall institute additional procedures to ensure both a welcoming and safe learning and working environment as further outlined in this Administrative Procedure.

Procedures

1. Access to Students

1.1 General Guidelines

Generally, access to schools will be in accordance with Administrative Procedure 340 and the established District External Agency Protocol. In accordance with the District External Agency Protocol, the procedures for request for access vary depending on the type of service provided. There are three levels of service:

- 1.1.1 Level One: Complementary and Supplementary education programs: when agencies or individuals have on-site access to groups of students who are supervised by school staff; e.g. Tennis BC, Action Schools BC, Artists-in-Residence, Drug and Alcohol awareness speakers, theatre groups, etc.
- 1.1.2 Level Two: Consultation with School-based Teams: when individuals representing external agencies engage in collaborative practice and/or integrated case management with school staff (e.g. Mental Health, local service providers, etc.). This may also involve classroom observations of specific students by individuals representing external agencies. There is no direct student contact. Wherever possible, there should always be a District counterpart present or involved at meetings.

- 1.1.3 Level Three: When individuals representing external agencies have on-site direct student contact during school hours to provide therapeutic and/or clinical interventions (e.g. Child and Youth Crisis Program, etc.) or interviews with students (MCFD Child Protection). This may also include a demonstration of a therapeutic intervention with a specific student for a school staff person to use as part of the I.E.P. Persons working with students outside of school hours include those from Parks and Recreation and contacted individuals and/or agencies for our Community Schools.

For more detailed information on the procedures for gaining access to students at each of the three levels, please see the External Agency Protocol.

2. Access to District Facilities

- 2.1 Designing procedures for site access shall be the responsibility of the Principal in consultation with District staff and in accordance with this Administrative Procedure.
- 2.2 In order to provide a safe and effective learning environment, each District facility shall design procedures which insure safe access to the site. It is recognized that the duty of care is heightened at sites with younger students.
- 2.3 Procedures shall include, but are not limited to:
 - 2.3.1 Reporting to the office for access to the facility.
 - 2.3.2 Designation of students/staff only and adult-only entrances where practical and safe.
 - 2.3.3 A process of identification for students, guardians and visitors who have correctly signed into the site.
 - 2.3.4 A process of identification for District employees.
 - 2.3.5 Locking of outside doors where practical and safe.
 - 2.3.6 Procedures for student entry and dismissal that allow for parent/teacher and student contact.
 - 2.3.7 Informing parents and the community of procedures for safe access through proper signage and newsletters.
 - 2.3.8 A process for accessing and signing-in at Neighborhood Learning Centres in District facilities.

The principal is encouraged to consult with District staff, school staff, parents' advisory council and NLC Neighborhood Advisory Committee in implementing these procedures.

3. Intruders

- 3.1 In circumstances where the behavior of an individual(s) threatens the welfare of the students and/or staff, or disturbs and/or interrupts the proceedings of a school, NLC or official school functions, the individual(s) will be directed to leave District property by a Principal, Vice-Principal, or a person authorized by the District to make that decision.

- 3.2 Once directed, the individual(s) must immediately leave the District property and must not re-enter except with prior approval from the Principal, Vice-Principal, or a person authorized by the District to give that approval.
- 3.3 An individual(s) who fails to leave District property or returns without prior permission is committing an offense. A Principal, Vice-Principal, or a person authorized by the District may, in order to restore order on District property, seek adequate assistance from the Police.

4. Neighborhood Learning Centres (NLCs)

4.1 In District facilities that have Neighborhood Learning Centres (NLCs) it is recognized that the facilities will be used by a broad spectrum of user groups. The safety of students and security of facilities has been considered both in NLC design and operations. The District established the following selection criteria for NLC programming:

- 4.1.1 Prioritize the safety of students and the security of facilities;
- 4.1.2 Meet identified community needs; e.g.
 - Address program or service gaps; and
 - Do not duplicate existing community-based programs or services;
- 4.1.3 Operating independently and demonstrate an ability to cover operations costs, unless integrated into school programming;
- 4.1.4 Meet District procedure requirements regarding facility use;
- 4.1.5 Complement existing school-based, community programs or services;
- 4.1.6 Contribute to community literacy and lifelong learning;
- 4.1.7 Enhance student readiness for learning success;
- 4.1.8 Facilitate community-building and social interaction;
- 4.1.9 Are inclusive of people of different abilities, ages, cultures and income.

Reference: Sections 9, 17, 20, 22, 65, 79, 85 177 School Act
Child, Family and Community Service Act

Adopted: September 1, 2018

Administrative Procedure 340 Appendix

AP 340 - APPENDIX - DISTRICT EXTERNAL AGENCY PROTOCOL

Each of these three purposes warrants its own application procedure:

LEVEL ONE: Complementary and Supplementary Educational Programs	LEVEL TWO: Consultation with School- based Teams	LEVEL THREE: External Agencies having direct contact with school- aged children and youth during or after school hours without staff supervision
<p>This is where agencies or individuals have on-site access to groups of students who are supervised by school staff; e.g. Tennis BC, Action Schools BC, Artists-in-residence, Drug and Alcohol awareness speakers; Theatre groups, etc.</p>	<p>Individuals representing external agencies engage in collaborative practice and/or integrated case management with school staff (e.g. Mental Health, Provincial Outreach Programs, local community service providers, etc.) This may also involve classroom observations of specific students by individuals representing external agencies. There is no direct student contact. Wherever possible, there should always be a District counterpart present or involved at meetings.</p>	<p>Individuals representing external agencies have on-site direct student contact during school hours to provide therapeutic and/or clinical interventions (e.g. Child and Youth Crisis Program etc.) or interviews with students (MCFD Child Protection). This may also include a demonstration of a therapeutic intervention with a specific student for a school staff person to use as part of the I.E.P. Persons working with students outside of school hours include those from Parks and Recreation and individuals and/or agencies for our Community Schools or Neighbourhood Learning Centre programs.</p>
<p>1. The Principal discerns if the agency or individual will contribute to the educational program of students.</p>	<p>1. External Agencies make application to the District to consult about or observe students attached to the District on school property during regular school hours – see External Agency Level Two Application (reviewed every two years).</p>	<p>1. External Agencies make application to the District to provide therapeutic and/or clinical interventions, programs or services or interviews with school-aged children and youth on school property – see External Agency Level Three Application (reviewed every two years).</p>
<p>2. The Principal uses the “External Agency: Level One Checklist” to screen the external agency or individual.</p>	<p>2. External Agencies Level Two Applications are reviewed by the Superintendent or designate who either grants or denies permission.</p>	<p>2. External Agencies Level Three Applications are reviewed by the Superintendent or designate who either grants or denies permission.</p>

LEVEL ONE: Complementary and Supplementary Educational Programs	LEVEL TWO: Consultation with School- based Teams	LEVEL THREE: External Agencies having direct contact with school- aged children and youth during or after school hours without staff supervision
3. The Principal approves or disapproves.	3. Principals or Vice-Principals are given the list of approved agencies with updates as required.	3. Principals and Vice-Principals are given the list of approved agencies with updates as required.
		4. District Community School Coordinators and NLC staff are given the list of approved agencies with updates as required.

Reference: Sections 9, 17, 20, 22, 65, 79, 85 177 School Act
Child, Family and Community Service Act

Adopted: September 1, 2018

Administrative Procedure 342

AP 342 - INTERVIEWS OF STUDENTS

Background

The District recognizes the importance of cooperating with other agencies who have responsibilities which relate to students. These responsibilities may require agencies such as the police, public health or social service agencies to interview students in schools.

Police officers, social workers and public health nurses in the course of their duties, may find it necessary to visit a school and interview certain students. While cooperation with other agency personnel in such interview requests is expected, schools have an obligation to ensure that both students' and parents' rights are respected.

Procedures

Requests by the police, social workers or public health nurses to interview students on school premises are subject to the following:

1. Students are not to be interviewed on school premises except in the following circumstances:
 - 1.1 In cases where child abuse is suspected, the police and/or social worker may interview the student under the legislative mandate for the protection of children;
 - 1.2 In an emergency situation where there is no question of compromising the student's legal rights and where immediate information is necessary for quick action.
2. If a student is interviewed, it is to be considered essential that either a parent or guardian be present at the interview, except as noted in section 1.
3. Teachers are not to take part in these interviews.
4. Where a police officer insists on interviewing a student immediately and on school premises, the Principal shall contact the Assistant Superintendent prior to taking the following actions:
 - 4.1 Request that the police officer delay the interview until such time as the parent/guardian can be present;
 - 4.2 If this request is refused, then the Principal or designate is to ensure that the student's parents are contacted immediately;
 - 4.3 If parents are unavailable, the Principal is to sit in on the interview.

Reference: Sections 6, 7, 20, 22, 26, 65, 85 School Act
Youth Justice Act
Youth Criminal Justice Act (Canada)

Adopted: May 13, 1998
Amended: September 1, 2018

Administrative Procedure 350

AP 350 - STUDENT RESPONSIBILITIES AND RIGHTS

Background

Every child is a person in their own right and, therefore, is to be treated with courtesy, dignity and respect.

Every child has the right to an education that best suits their specific needs.

The school plays an important role in shaping the development of the child so that the child emerges as a young, competent, responsible adult. As a child matures, the child becomes more independent and is to be encouraged to accept more responsibility in making decisions about their life.

Procedures

1. Each child in the District, being of equal worth, has the right to know, understand and practice their civil liberties in and through the school.
2. The District expects that staff will provide opportunities that will stimulate growth in citizenship and behaviour and that the schools will also respect the rights and dignity of students.
3. It is expected that every student will exhibit a high degree of good citizenship and courtesy and will respect the rights and property of others.
4. There is to be close consistency between what the staff expect good citizenship to be and what society expects good citizenship to be.
5. All students have responsibility to the school in three broad areas:
 - 5.1 To be guided by the rules of the school;
 - 5.2 To take guidance and direction from the staff; and
 - 5.3 To make a reasonable effort in their school work.
6. A mature student or a parent, shall have access to a student's records in the presence of the Principal.
7. The District encourages parents to discuss their interests regarding their children's education as early and as directly as possible. Should a problem arise, the Principal welcomes a child or a child's parents to discuss the problem with the appropriate teacher or school official.
8. Hazing, in any form, is not allowed.

Reference: Sections 6, 7, 17, 20, 22, 65, 79, 85 School Act
Adopted: September 1, 2018

Cowichan Valley School District
Administrative Procedures Manual

Administrative Procedure 351

AP 351 - STUDENT CONDUCT ON SCHOOL BUSES

Background

Bus transportation is a service for students provided by the District. Like education, it is both a right and a privilege as long as students obey the rules of the school. According to Section 103(2) of the School Act, the rules of the school apply while students are on the premises, in both going to and returning from school, and at all school games and functions held either on or off school premises.

So as to minimize the risk of accident while on the bus from causes inherent in the situation, and of accident caused by distracting the driver, the District has developed procedures governing student conduct on school buses.

Students shall observe the District procedures for students on school buses while they wait for or alight from a bus, and while traveling on a bus.

Procedures

1. Bus drivers shall be provided with a copy of the procedures for conduct on school buses; they shall be expected to be thoroughly familiar with them.
2. At the beginning of each school year, principals shall arrange to have these procedures made clear to all students. The Principal shall deal with this topic at the same time that procedures for classroom and school conduct are reviewed.
3. The Transportation Supervisor shall distribute the procedures to all students registering for bus transportation.
4. Bus drivers shall enforce these procedures.
5. Student Responsibility

For the safety of all concerned the following rules have been adopted. All students are expected to abide by the rules of good conduct while traveling on the school bus.

- 5.1 Students will show care, courtesy, common sense and respect for each other, the bus driver and adults.
- 5.2 The driver shall be in complete charge of the school bus. Directions must be followed promptly and courteously. When necessary, drivers have the authority to assign students to designated seats. In the event of an emergency, students are to remain in the bus unless instructed otherwise.
- 5.3 Students are to remain properly seated at all times, and remain seated until the bus comes to a complete stop. Students will not extend any part of their body out of the windows or into the bus aisles.
- 5.4 Students are to avoid behaviour which may divert the driver's attention. Horseplay and objectionable language will not be tolerated.

- 5.5 Belongings carried onto the bus must be contained in a gear bag which can be easily managed and held by the student. All items must fit comfortably in the passenger's space without extending into the aisle or interfering with other passengers. Items of a size or nature considered to be hazardous to other passengers will not be carried on the bus (e.g., hockey sticks, weapons, sharp objects, etc.).
- 5.6 When crossing the roadway, students shall only cross in front of the bus.
- 5.7 Consumption of food/beverage is not permitted. Students are to assist in keeping the bus clean and sanitary at all times.

6. Parent Responsibility

Our common goal is to transport students to and from school in the safest possible manner aboard school buses which are well maintained and orderly. Your assistance as a parent in ensuring the following procedures are followed would be appreciated.

- 6.1 Ensure students are ready to board the bus on time (at least five minutes before the scheduled arrival of the bus).
- 6.2 Instruct students in proper behaviour while waiting for the bus.
- 6.3 Instruct students that they are to ride only the bus for which they are registered. Students shall ride to and from the designated bus stop.
- 6.4 Any item of such a size or nature that is considered hazardous to other passengers or may create damage to the vehicle shall not be carried on the bus. Musical instruments will be carried only if the size does not exceed that of an alto saxophone. Oversized musical instruments such as guitars and trombones will not be carried.
- 6.5 Familiarize yourself and student(s) with the code of conduct for students traveling on the school bus. Failure to abide by the rules of good conduct may result in the loss of bus riding privileges.

7. Disciplinary Procedure

- 7.1 Serious and/or continued misbehaviour may result in the loss of bus riding privileges. Riding privileges will not be reinstated until a meeting is convened between the parent, student, the Principal and the Transportation Manager and, when appropriate, the bus driver. Such a meeting will be scheduled as soon as possible but no longer than 5 school days after the infraction.
- 7.2 Singularly inexcusable conduct, i.e. threatening or assaulting driver, shall result in an immediate suspension from bus privileges (see 7.1).
- 7.3 Vandalism will result in an immediate suspension of bus riding privileges and will not normally be lifted until restitution has been made.
- 7.4 Offences not covered under clauses 7.2 and 7.3 will be recorded on a School Bus Conduct Report ([Form 351-1](#)). The Transportation Manager will determine when to notify the parent and school of the student's inappropriate behaviour.

Legal Reference: Sections 20, 22, 65, 85 School Act

Adopted: March 11, 1998

Amended: May 13, 1998; November 17, 2004; September 1, 2018

AP 353 - SEARCHES OF STUDENTS

Background

The District is committed to providing a safe and caring school environment that is conducive to effective learning and to providing for the safety and security of its students while those students are in its care and custody. The District is prepared to authorize searches by school authorities as a means to achieve this objective and eliminate the possession of, and trafficking in, illegal substances or the possession of any stolen property or any object or material that may pose a hazard, within a school or on property owned by the District.

Procedures

1. Searches will be conducted in a manner that ensures that the rights of the student are protected.
2. School lockers and any school furniture or fixtures capable of being used for storage will be available on the condition that the school reserves the right to search at any time without notice.
3. The Principal will communicate that searches may occur without notice under the direction of the Principal.
 - 3.1 If the Principal plans to implement school-wide locker searches, this is to also be clearly stated.
 - 3.2 It must be clarified that all the student acquires is the right to use the locker and the lock, both of which remain the property of the District.
4. 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:
 - 4.1 Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
 - 4.2 Only school locks may be used on student lockers and the combination of the lock must be registered at the office.
 - 4.3 No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
 - 4.4 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 procedures and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.
 - 4.5 Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.

5. 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.
6. The Principal shall assess any information provided and relate it to the situation in their school to determine if reasonable grounds are present to justify a search. The following may constitute reasonable grounds in this context:
 - 6.1 Information received from one (1) or more students considered to be credible;
 - 6.2 Information from a teacher or other staff member based on a teacher's or other staff member's observations; or
 - 6.3 Information from the Principal's own observations.
7. When practicable to do so, the Principal shall attempt to have the student present when a locker, desk or other assigned storage facility is searched.
8. During any locker search, at least one (1) administrator, and one (1) other adult shall be present and shall ensure that any potential gender concerns are addressed.
9. When the search reveals evidence of suspected criminal activity, the Principal shall immediately secure the locker or other storage facility by any means considered advisable, including use of a different lock and immediately contact the local police.
10. The Principal shall record in writing the reasons for conducting the search, the result of the search, and any action taken as a result. The Principal shall keep the record in a secure location and the identity of any informant(s) shall be kept confidential.
11. When there are reasonable grounds to believe that school procedures or rules or District policies or administrative procedures have been violated, the Principal may direct a student to satisfy that they are not carrying or concealing prohibited materials. School personnel may not conduct a physical search of a student.
 - 11.1 When the Principal determines that there are reasonable grounds to believe that a search is necessary, in accordance with this Administrative Procedure, which involves a physical search of articles carried with, by, or on the student's person, the student and any suspect property are to be taken to a private area where the search can be conducted in private.
 - 11.2 When a search is determined to be necessary, the Principal shall ensure that at least two (2) adults are present during the search and shall ensure that gender concerns are addressed.
 - 11.3 When there are reasonable grounds to believe that a search is advisable, the Principal may direct a student to empty their purse, knapsack or any other carrying device and to empty their pockets or otherwise satisfy that clothing, or such other mentioned items, does not contain or conceal prohibited materials.
 - 11.4 In the event that a physical search of the student's person is necessary, the police shall be called in and the parent(s) shall be notified.

- 11.5 In the event that the student refuses to cooperate with the search and/or leaves the school, the police shall be called in and the parent(s) shall be notified.
 - 11.6 The Principal shall interpret this action on the part of the student to be willful disobedience and/or open opposition to authority and may suspend the student.
 - 11.7 When a search conducted reveals evidence of suspected criminal activity, the Principal shall require the student to remain, under supervision, in the private area where the search took place and shall immediately contact the police.
 - 11.8 The Principal shall record in writing the reasons for conducting the search, the results of the search and the action taken. The Principal shall keep the record in a secure location and the identity of any informant(s) shall be kept confidential.
12. The Principal will develop procedures that outline the rules for the use of District property.
 13. The Principal shall ensure that a school procedure and rules regarding searches by school authorities and the police is in place for their school. Such a procedure shall contain at least the following:
 - 13.1 Clear statements that lockers, desks and any other school furniture or school fixtures capable of being used for storage are the property of the District;
 - 13.2 A clear statement that District property is subject to inspection or search at any time;
 - 13.3 The location of notices stating the District's and the school's position regarding the use of lockers, desks and other storage facilities;
 - 13.4 A restriction on the use of personal locks;
 - 13.5 A requirement that one (1) administrator, or designate, and at least one (1) other adult are present for any search and shall ensure that gender concerns are addressed;
 - 13.6 The consequences of not cooperating with a search;
 - 13.7 No searches of the student's person are permitted;
 - 13.8 The situations that may require police involvement.
 14. Students, parent(s) and the school community will be informed of the District's position on searches by school authorities and the police.
 15. In the event that a search results in the finding of illegal substances, weapons, explosives or stolen property, the Principal is encouraged to suspend the student.

Reference: Sections 6, 8, 20, 22, 65, 85 School Act
Civil Rights Protection Act
Human Rights Code
Youth Justice Act
Youth Criminal Justice Act (Canada)

Adopted: September 1, 2018

AP 354 - PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

Background

In alignment with the Ministry document [Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#), our District believes:

- Every effort should be made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary.
- School personnel will implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- There is no evidence that using restraint or seclusion is effective in reducing the occurrence of the problematic behaviours that frequently precipitate their use. There is a growing body of knowledge that shows that continued use can cause harm.
- The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences and will align with [AP 104 – District Code of Conduct](#), which is based on educative, restorative, and preventative practices.
- Staff will work collaboratively to maintain a safe environment and comply with relevant legislation, [Provincial Guidelines –Physical Restraint and Seclusion in School Settings](#) and District administrative procedures governing the physical restraint or seclusion of students.
- Effective implementation of preventative school-wide programs is linked to greater academic achievement among students, significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments (pg. 2 [Provincial Guidelines–Physical Restraint and Seclusion in School Settings](#)).
- Neither restraint nor seclusion are to be used as a punishment, discipline, or to force compliance in an educational/learning setting. If patterns of restraint or seclusion develop, behaviour intervention strategies must be revised in a timely manner.

Definitions

Behaviour: actions by which an individual adjusts to their environment. It is commonly understood that behaviour is communication.

Physical restraint: immobilization through direct, temporary contact with the resisting student in a controlled manner for the purpose of preventing the student from injuring themselves or others.

The provision of a 'physical escort', i.e., temporary touching or gentle holding 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: involuntary confinement of a person, alone in a room, enclosure, or space from which the person is physically prevented from leaving.

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

Time-out: removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to quiet time in an alternate location in the school. Breaks are often a more positive term or approach to time-out strategy. Typically, time-out/breaks are used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

Preventative Expectations

1. Staff members are expected to speak and act towards students with respect and dignity.
2. Behaviour management interventions emphasize prevention and positive supports, and every effort is made to preclude the need for restraint.
3. Every effort must be made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.
4. Positive educational/behavior interventions and mental health supports are provided for students in a safe and least restrictive environment.
5. Students whose behavior could potentially pose danger to self or others, must have regularly reviewed safety plans. It is expected, parents, and (where appropriate) students are provided consultation opportunities in the development of all plans.
6. The District will encourage all staff to participate in training opportunities in positive behavior interventions and supports and de-escalation strategies.
7. The District will encourage specialized staff to participate in training opportunities in positive behavior interventions and supports, conflict de-escalation, crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations and safely use physical restraint and seclusion.

Procedures

1. Physical restraint or seclusion is used only in crisis situations, which include:
 - Physical aggression towards staff or students;
 - Self-harming behaviour which endangers the student;

2. Restraint or seclusion is immediately discontinued once the immediate danger of serious physical self-harm or harm to others has dissipated.
3. Any restraint or seclusion should be in alignment with the District's identified non-violent crisis intervention processes and be conducted by trained individuals to the greatest extent possible.
4. Any restraint or seclusion should provide the greatest dignity possible to the student and utilize the least amount of force necessary.
5. Follow up after the incident (by the end of the school day on which it occurred) must include notification including a description of the incident to:
 - School Principal;
 - Parents/guardians by the Principal;
 - Inclusive Learning Administrator;
 - Superintendent (or designate) as soon as possible.
6. Written documentation and follow-up of every instance where physical restraint and/or seclusion of a student occurs shall include statements describing the incident and naming all individuals involved, including witnesses.
7. Debriefing is to occur for the student who was restrained or secluded, the staff involved and students who witnessed the restraint or seclusion incident. The purpose of debriefing is to re-establish and maintain a safe learning environment.
8. The completion of a [District Threat Violence Report form \(Form 171-1\)](#) and/or a WorkSafe Form 6A, if necessary, which is forwarded to the Occupational Health and Safety Manager and Inclusive Learning Director via sss-1@sd79.bc.ca.
9. Physical restraint or seclusion is to be applied in the spirit of in loco parentis; that is in a fair, judicious, and kind manner and only to prevent harm to self or others.
10. Emergency procedures and resources are required when staff determine that physical restraint or seclusion is not a safe option.

Reference:

Provincial Guidelines – Physical Restraint and Seclusion in School Settings (June 2015)
Safe, Caring, Orderly Schools: A Guide (2008)
Special Education Services – A Manual of Policies, Procedures and Guidelines (2016)
Sections 6, 7, 17, 20, 22, 65, 85 School Act
Civil Rights Protection Act
Human Rights Code
Youth Criminal Justice Act
WorkSafe BC Regulation
ERASE Level 1, 2, 3 Pullouts.

Adopted: November 20, 2002

Amended: May 21, 2003; December 1, 2015; September 1, 2018, January 2024

AP 354 - APPENDIX - PHYSICAL RESTRAINT OR SECLUSION

- Physical restraint is immobilization through direct, temporary contact with the resisting student in a controlled manner for the purpose of preventing the student from injuring themselves or others.
- Seclusion is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.
- The intent of physical restraint or seclusion is to stop the unsafe behaviour.
- Physical restraint or seclusion is not:
 - A form of behaviour modification;
 - A punitive action;
 - Motivated by anger or malice.

When to Restrain or Seclude

- Physical restraint or seclusion is required when, in the opinion of the staff member;
 - Other measures such as positive behavior intervention supports, conflict de-escalation, crisis de-escalation, and non-violent crisis intervention techniques to defuse the conflict and crisis situation have been utilized and have proved to be ineffective, and
 - The danger is immediate, and poses imminent danger of serious physical harm to self or others, including school personnel, and
 - Where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm, and
 - Restraining or secluding the student will not jeopardize the safety and security of others or the safety and security of the student.
- Physical restraint or seclusion is used only in crisis situations, which include:
 - Physical aggression towards staff or students;
 - Self-harming behaviour which endangers the student;

Restraint or Seclusion Process

- The restraint or seclusion process involves four basic steps: physical restraint or seclusion, notification, debriefing, written documentation and follow-up.
- Physical restraint or seclusion is to be conducted:

- With calm, reassuring verbal and non-verbal communication with the student in the student's primary language or mode of communication by trained school personnel who are present at all times.
 - With brief unemotional and reassuring statements that give reasons for the restraint or seclusion and describe the necessary behaviour for ending the restraint or seclusion.
 - With the least amount of physical force to protect the student and the restrainer or secluder. Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on their stomach) or supine position (i.e., on their back, face up); never employs the use of mechanical devices. (pg. 5 [Provincial Guidelines—Physical Restraint and Seclusion in School Settings](#))
 - With the least amount of disturbance to others.
 - In the presence of another adult when practical.
- It is critical that:
 - In any space used for the purpose of seclusion that: the space not jeopardize the secluded student's health and safety;
 - Any student placed in seclusion is continuously visually observed by an adult who is physically present throughout the period of seclusion and that all health and safety policies or regulations including WorkSafe BC regulations be followed.
 - Physical restraint or seclusion is to be discontinued once imminent danger or serious physical self-harm or harm to others has dissipated.
 - Notification of the restraint or seclusion must be made in a timely manner to the Principal, the parents, the Assistant Superintendent responsible for student support services, and the Superintendent as soon as possible after an incident/always prior to the end of the school day on which the incident has occurred.
 - Debriefing is to occur for the student who was restrained or secluded, the staff involved and students who witnessed the restraint or seclusion incident. The purpose of debriefing is to re-establish and maintain a safe learning environment.
 - Written documentation and follow-up of every instance where physical restraint and/or seclusion of a student occurs shall include:
 - Written statements describing the incident and naming the people.
 - A debriefing meeting with concerned parties (involved school personnel; parents of the student; and where possible, with the student) to discuss the restraint or seclusion incident to 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, strategies for preventing a reoccurrence to make the use of physical restraint or seclusion unnecessary. It is required that parents of the student and, where appropriate, students are offered opportunities to be consulted in the development of positive behavior supports and interventions, behavior plans, emergency or safety plans. The student's behavior plan, and emergency or safety plan that is developed must be attached to the student's IEP and reviewed regularly, and at least, annually.

- The completion of a District Threat Violence Report form ([Form 171-1](#)) and/ or a WorkSafe [Form 6A](#), if necessary, which is forwarded to the Occupational Health and Safety Manager, the Assistant Superintendent responsible for student support services and to the Superintendent.

Staff Development

- The District will encourage all staff to participate in training opportunities in positive behavior interventions and supports and de-escalation strategies.
- The District will encourage specialized staff to participate in training opportunities in positive behavior interventions and supports, conflict de-escalation, crisis de-escalation, and non-violent crisis intervention techniques to enable them to defuse conflict and crisis situations and safely use physical restraint and seclusion.

Review Process

- The District Occupational Health and Safety Manager, the Assistant Superintendent responsible for student support services and the Superintendent will require:
 - Submission of documentation from each school site of every instance where physical restraint or seclusion of a student occurs;
 - A District record of incidents of physical restraint, seclusion, or the use of 'time out' outside of a classroom and provision of this information to the Superintendent;
 - Review and revision of prevention/intervention strategies in the event of situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or physical restraint and seclusion is repeatedly used by an individual;
 - Regular review of the physical restraint and seclusion policy to ensure alignment with current research/practice.

Reference: Sections 6, 7, 17, 20, 22, 65, 85 School Act
Civil Rights Protection Act
Human Rights Code
Youth Criminal Justice Act
WorkSafe BC Regulation
ERASE Level 1, 2, 3 Pullouts
Provincial Guidelines – Physical Restraint and Seclusion in School Settings
Safe, Caring, Orderly Schools
Special Education Services – A Manual of Policies, Procedures and Guidelines

Adopted: November 20, 2002

Amended: May 21, 2003; December 1, 2015; September 1, 2018

AP 355 - STUDENT SUSPENSIONS

Background

Every student has the responsibility to comply with school codes of conduct, [Administrative Procedure 104 – District Code of Conduct](#) and all other relevant Board policies and the administrative procedures of the District.

In those unfortunate situations where a student's conduct necessitates the suspension of the student's right to participate in school or school-related activities, principals are authorized to suspend students in accordance with the provisions of the School Act.

The District expects the Superintendent to ensure that the suspension of any student is done only after all alternative actions at the Principal's disposal are exhausted.

Further, the District expects that once a student suspension has been effected, all available District and community resources are sought as quickly as possible to help resolve the problem that necessitated the student's suspension.

Procedures

1. General Procedures
 - 1.1 Principals and teachers will ensure that students and parents are aware of [Administrative Procedure 104 – District Code of Conduct](#) and that the steps of progressive discipline are understood.
 - 1.2 The Principal will ensure that unacceptable student behaviour is documented to include dates of incidents; preventative or remedial actions taken by the school; and, any communications that have taken place between the home and the school.
 - 1.3 All student suspensions will be documented in a letter of suspension to the parent with a copy sent to the Superintendent.
 - 1.4 The Principal must consult an Assistant Superintendent prior to any suspension in excess of five (5) school days. If such a suspension is warranted, the Principal must inform the Superintendent.
 - 1.5 The Principal will determine the location where the suspension will be served.
 - 1.6 The Principal will arrange for homework to be provided for the student. The student will be expected to continue their studies while under suspension.
 - 1.7 The Principal will arrange for the student's progress and/or behaviour to be monitored upon return to school and for support services to be provided if required.

2. Student Suspensions Five (5) or Fewer Days
 - 2.1 The Principal will discuss the reason(s) for the student's suspension and its duration with the parents. The need for a student re-entry meeting will also be discussed and arranged. Provisions for the on-going education of the student will also be discussed.
 - 2.2 The Principal will follow with a letter of suspension. The letter of suspension shall include:
 - 2.2.1 The reason(s) for the suspension;
 - 2.2.2 Reference to the School Act (Section 85), Administrative Procedure 355 - Student Suspensions and [Administrative Procedure 104 - District Code of Conduct](#);
 - 2.2.3 Any previous behaviours related to the incident;
 - 2.2.4 Preventative or remedial actions taken by the Principal;
 - 2.2.5 The condition(s) determining the return to school of the student on a specified date; and,
 - 2.2.6 The plan for sending work home during the suspension.A copy of the suspension letter will be sent to the Superintendent.
 - 2.3 The Principal will convey all documented information about the incident to the parent at the re-entry meeting and a plan for the student's readmission to school will be established.
 - 2.4 If it is deemed necessary to alter the suspension (e.g. that the student attend school on a partial program), the Principal shall consult the Assistant Superintendent before making such a determination. If deemed appropriate, an expanded school-based team meeting may be held with the Assistant Superintendent (and other resource staff as required) to review the student's educational programming needs.
3. Student Suspensions in Excess of Five (5) School Days
 - 3.1 Student suspensions in excess of five (5) school days will not be considered for students with identified special needs. If it is determined that students with special needs need to be absent from school for any reason (e.g. to review the Individual Education Plan, Positive Behaviour Support Plan and/or Staff Safety Plan), the Principal shall consult with the Assistant Superintendent. An expanded school-based team meeting may be held which may include the teacher(s) and support staff along with an Assistant Superintendent and other resource staff as required to review the student's educational programming needs. A letter will be sent home to the parents clearly documenting the reason for the student's non-attendance at school.
 - 3.2 Student suspensions in excess of five (5) school days will not be considered for students in Kindergarten through to Grade 7. In such situations, the Principal shall consult with the Assistant Superintendent. In exceptional circumstances it may be deemed appropriate for an expanded school-based team meeting to be held with the Assistant Superintendent, teachers and support staff and other resource staff

as required to review the student's educational programming needs.

- 3.3 Student suspensions in excess of five (5) school days may be considered for students in Grades 8 through 12 (provided they have not been identified as students with special needs—refer to clause 3.1).

Prior to any suspension in excess of five (5) school days, the Principal shall consult with the Assistant Superintendent. If warranted, the student may be suspended in excess of five (5) school days.

- 3.4 When a student is suspended in excess of five (5) school days, the Principal will discuss the reason(s) for the student's suspension with the parents. The Principal will inform the parents who to call to set up a District Suspension meeting. Provisions for the on-going education of the student during the suspension will be arranged.

- 3.5 The Principal will provide the parents with a letter of suspension. The letter of suspension shall include:

3.5.1 The reason(s) for the suspension;

3.5.2 Reference to the School Act (Section 85), Administrative Procedure 355 - Student Suspensions and [Administrative Procedure 104 - District Code of Conduct](#);

3.5.3 Any previous behaviours related to the incident;

3.5.4 Preventative or remedial actions taken by the Principal;

3.5.5 The plan for sending work home during the suspension;

3.5.6 The directions for who to contact to set up a date and location for the District Suspension meeting.

A copy of the suspension letter will be sent to the Superintendent.

Note: The parents may choose to be accompanied by a support person of their choice at the District Suspension meeting. Where language may be a barrier, interpretation services may be provided upon request.

- 3.6 The District Suspension meeting will be convened in a timely manner. The function of the meeting is to review written documentation from the Principal regarding the incident or any other related matters that led to the suspension in excess of 5 (five) school days and to hear oral submissions from staff, the parents and the student. After consideration of all aspects of the incident, those attending the District meeting shall develop a support plan.

3.6.1 The District Suspension meeting shall include the Assistant Superintendent, Principal or Vice-Principal from the school, the parent, student, and other support personnel as required.

Reference: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 School Act

Adopted: September 1, 2018

AP 356 - USE OF AGE-RESTRICTED AND PSYCHOACTIVE SUBSTANCES DURING SCHOOL-SPONSORED ACTIVITIES

Background

The District encourages an age-appropriate harm reduction approach to problematic substance use. Through a trauma-informed lens and culture of care, school staff will endeavour to always approach substance use through a supportive and inquiry-based lens.

In the interest of maintaining a healthy and safe learning environment for all students, the District discourages the use of age-restricted and controlled substances by students while on school property or at school-sponsored events. This is inclusive of e-cigarettes, vaping and medicinal marijuana, or any other psychoactive substances, whether legalized or not. The District supports a proactive and comprehensive approach to problematic substance use, which emphasizes these four areas of activity:

- Youth Prevention and Engagement
- Parent Engagement
- Curriculum Development and Implementation
- Educative, Restorative and Preventative measures

Procedures

1. The District has five objectives for this Administrative Procedure:
 - 1.1. To promote healthy lifestyles which includes understanding substances and substance use through the Physical and Health Education curriculum approved by the Ministry of Education and Child Care.
 - 1.2. To align training and practices for educators and support staff at all schools to provide age-appropriate support for students. An emphasis is on making connections with youth through open dialogue and strong trusting relationships.
 - 1.3. To establish and maintain an early-intervention program providing accessible assessment, counselling, and referral services to community or provincial programs.
 - 1.4. To provide targeted and individual interventions that may involve an inter-agency care team approach to ensure students and their parents are connected to community support services and school-based case managers as needed and appropriate.
 - 1.5. To establish Educative, Restorative and Preventative practices which may involve the student, parent(s)/guardian(s), teachers, counsellors, and principal or vice-principal.

2. The Principal is responsible for the implementation of the following:
 - 2.1. Ensure that the District's Administration Procedure statement on use of tobacco, vapour products, alcohol, cannabis and other illicit drugs is communicated to students and parents at the beginning of each school year.
 - 2.2. Support school staff in working with parents and caregivers to assist them in fostering and maintaining connections to their child's school. Provide education and support that focuses on ways to develop strong relationships with youth.
 - 2.3. Partner with community groups (i.e., Discovery Counselling, Cowichan Valley Youth Services, Lake Cowichan Community Services, Child and Youth Mental Health), to support current school programs or implement new programs at the school level which will engage at-risk students and connect them to something or someone. Principals are also responsible for vetting materials to be handed out or discussed to ensure that they are age-appropriate, ensuring they align with this AP.
 - 2.4. Ensure relevant curriculum and resources are made accessible to school staff to promote healthy lifestyles which includes problem solving, psychoactive substance education, harm reduction and supportive intervention programs.

Roles and responsibilities

Staff

3. When any staff member has reason to believe a student is in direct or indirect possession or under the influence of a substance as defined above while attending school or involved in an official school function, the staff member shall:
 - 3.1. Observe the student, if possible;
 - 3.2. Only confront the student directly if comfortable with the circumstances;
 - 3.3. If it is an immediate safety concern, immediately inform the school principal or vice-principal of the reasons for their concern; and
 - 3.4. If off school property, and is an immediate safety concern, immediately contact a school principal or vice-principal and seek direction.
4. When any staff member has reason to believe a student is placing themselves or others at risk by habitually abusing a substance as defined above, the staff member must report the concern to a school principal or vice-principal and school-based team.
5. When any staff member feels a student's substance use or other risk factors may put the student at extreme risk for harm, under Child Protection Services, it is their duty to report the concern to the Ministry for Children & Families - Children Protection Branch.

6. Upon receiving a report that a student is placing themselves or others at risk due to habitual or problematic use of a substance as defined above, the School Counsellor collaborates with a school principal or vice-principal and school-based team to develop a support plan, taking into account the age and individual circumstance of the student.

School Principal

7. When a school principal or vice-principal has reason to believe a student is in direct or indirect possession of a substance as defined above while attending school or involved in an official school function, the principal or vice-principal will:
 - 7.1. Interview the student to determine the validity of the information;
 - 7.2. Ask the student to produce any illegal, or prohibited substances in their possession or in their locker;
 - 7.3. Notify the student's parent(s)/guardian;
 - 7.4. When necessary and in the presence of another staff member, and in accordance with the *School Act*, conduct a search of student's person and student's property for illegal or prohibited substances. The school principal or vice-principal shall use the most reasonable, least intrusive method possible in searching the student and any property in the student's possession;
 - 7.5. When necessary, consult with a Director or Assistant Superintendent
8. If the school principal or vice-principal determines that a student is in possession of any illegal drugs or recently decriminalized substances, as defined above, and to give time and opportunity for planning to build supports for the student upon their return, the principal or vice-principal:
 - 8.1. May notify the police;
 - 8.2. May suspend the student:
 - 8.2.1. In-school suspension;
 - 8.2.2. Out-of-school suspension – not to exceed 5 days – only after consultation with a Director or an Assistant Superintendent;
 - 8.3. May refer the matter to the appropriate district process, when there are repeated offenses or there is intent to traffic illicit psychoactive substances.
9. If the school principal or vice-principal has reason to believe the student is under the influence of a substance as defined above, and to give time and opportunity for planning to build supports for the student upon their return, the principal or vice-principal:
 - 9.1. Shall make every effort to ensure the health and safety of the student and others;

9.2. Shall contact the parent(s)/guardian of the student;

9.3. May suspend the student:

9.3.1. In-school suspension;

9.3.2. out of school suspension – not to exceed 5 days – only after consultation with a Director or an Assistant Superintendent;

9.4. May refer the matter to the appropriate district process.

10. Having completed the above procedures or upon receiving a report that a student is placing themselves or others at risk by habitually using a substance as defined above, the principal or vice-principal shall collaborate with the school counsellor and school-based team in the development of a support plan.

Reference:

Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 School Act

Adopted: March 16, 2005

Amended: September 1, 2018, September 19, 2023

AP 357 - WEAPONS

Background

The District believes that students, staff and visitors to a school have the right to pursue their affairs in a safe and protective environment. The District considers the possession or use of any weapon by anyone, other than a peace officer, on or near school premises or at school events, to be a serious threat to the safety and security of students and staff.

Possession of a weapon on or near school premises is a threat to the safety and security of students and staff and is to be interpreted as a clear violation of the [Administrative Procedure 104 - District Code of Conduct](#). Students shall not possess, display or use any weapon, except as otherwise approved by the Principal, on any school premises, school bus or contracted transport or at any activity off school premises that is organized or sponsored by a school. The Superintendent directs all school personnel who believe that such a threat exists to take appropriate action in accordance with the following Administrative Procedure to ensure the safety of both students and staff.

Definition

A weapon is:

- Anything used, designed to be used, or intended for use in causing death or injury to any person or for the purpose of threatening or intimidating any person, and without restricting the generality of the foregoing, includes any firearm or any device prohibited or restricted under the Criminal Code of Canada.
- Anything that is a replica, facsimile, imitation or toy designed or intended to replicate the foregoing
- Anything else that, in the opinion of the Principal, is potentially dangerous in the hands of a particular student or in a particular situation.

Procedures

1. Management of Risk

- 1.1 When a Principal or staff member reasonably believes that a person traveling to and from school or on or near school premises, without lawful reason,
 - 1.1.1 Is in possession of a weapon on his or her person or in any other place at or near the school, or
 - 1.1.2 Has used such a weapon for the purposes of intimidation or assault;
- 1.2 The situation is to be treated with the utmost seriousness, that the Principal be informed and that the Principal or when appropriate, a staff member, shall as expeditiously as

possible, within the discretion granted under Sections 6, 85 of the School Act and [Administrative Procedure 104 – District Code of Conduct](#):

- 1.2.1 Make all reasonable attempts to minimize the risk of injury to any other person;
- 1.2.2 Notify the police if that action is deemed appropriate;
- 1.2.3 Attempt to ensure that the weapon is controlled;
- 1.2.4 Confiscate and/or arrange with the appropriate authority to have the weapon removed from the school premises or surroundings. Any weapons seized shall be considered forfeited;
- 1.2.5 When deemed necessary by the Violence Threat Risk Assessment (VTRA) school threat assessment team (TAT), schools will conduct a violence and risk assessment on any student who is in possession of a weapon;
- 1.2.6 As with any critical incident within your school, notify your Assistant Superintendent.

2. Disciplinary Action

- 2.1 If a weapon is in the possession of, is used by, or attempted to be used by a student, disciplinary actions such as suspensions may occur in concert with [AP 104 – District Code of Conduct](#) and [AP - 355 Student Suspensions](#).

3. Weapon Possession Approved by the Principal

- 3.1 Principals may use discretion in approving the use of objects that are defined as weapons for such activities as drama and theatrical productions, archery activities, outdoor education activities and Remembrance Day observances.
- 3.2 Such objects shall be stored and transported appropriately when not required for such productions, activities and observances.

4. Exceptions for Religious Reasons

With the single exception of Kirpans worn by Sikh males, when a parent, based on religious grounds, wishes their child to wear a religious symbol which falls within the definition of "weapon" at school, the following procedure must be followed:

- 4.1 The parent must obtain authorization from the Superintendent for their child to wear such a symbol;
- 4.2 When a student arrives at school with a religious symbol which falls within the definition of a weapon, and authorization has not been obtained from the Superintendent, the Principal will immediately contact the parent and request that:
 - 4.2.1 The religious symbol be surrendered, or
 - 4.2.2 The student return home until official authorization has been obtained from the Superintendent and a meeting with the student's parents has taken place.

5. Awareness

5.1 Details of this Administrative Procedure shall be included in each school's Code of Conduct and communicated at the beginning of each school year to students, parents and staff members.

Reference: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 School Act

Adopted: March 11, 1998

Amended: May 18, 2005; April 4, 2007; September 1, 2018

AP 359 - DISTRICT VANDALISM

Background

Any student who willfully or irresponsibly damages or destroys school property is to be financially responsible for such damage.

The District is insured by the School Protection Program, an agency of the provincial government, and therefore must act consistently with the requirements of the insuring agency.

Procedures

1. In cases of intentional malicious damage or removal of school property the persons responsible shall participate in a restorative justice process. Students may also be prosecuted and/or required to pay costs.
2. Where proven, or admitted to, damage caused by students, where voluntary payment of costs is not forthcoming, may be recovered by legal action at the discretion of the Secretary-Treasurer.

Reference: Sections 6, 10, 20, 22, 23, 65, 85 School Act

Adopted: March 11, 1998

Amended: September 1, 2018

AP 360 - ASSESSMENT, EVALUATION AND REPORTING

Background

Assessment, evaluation and reporting are essential to making informed decisions regarding student progress and the effectiveness of educational programs. Assessment practices in the District shall be designed to support student learning, guide instruction, and provide clear information about student progress. The District believes that on-going communication between teacher, student, and parent/guardian are critical components of the learning cycle.

It is essential that assessment and reporting practices in the District encourage and provide effective feedback that students can use for self-evaluation and growth. Sound assessment practices allow teachers to adjust instruction to best respond to the needs of learners, including culturally responsive approaches. In turn, the results of such assessments can be used to communicate achievement to students, parents, staff and others. Assessments also provide valuable information to the Ministry of Education and Child Care and the Board of Education to guide the allocation of resources to schools and programs.

This procedure provides criteria for assessment and evaluation of student achievement and underscores the importance of providing credible evidence in relation to student learning.

Procedures

1. Assessment Practice Guidelines

Assessment and reporting practices are designed to enhance student learning and must be fair, transparent, and equitable.

- 1.1. Classroom assessment involves a wide variety of methods and tools that teachers use to describe and evaluate student learning in relation to the provincial learning standards.
- 1.2. A variety of assessment sources and instruments should be used to collect assessment data.

2. Roles and Responsibilities

2.1. The Superintendent will ensure that:

- 2.1.1. Assessment, evaluation and reporting practices are consistent with the *School Act*, related regulations and Ministerial Orders;
- 2.1.2. District assessment, evaluation and reporting practices are reviewed periodically.

2.2. The Principal will ensure that:

- 2.2.1. Assessment, evaluation, and reporting of student progress is established and consistent with provincial legislation and policy, District Administrative Procedures, District Learning Inventory Guidelines, and District Communicating Student Learning Guidelines;
 - 2.2.2. Parents' requests for information about assessment, evaluation and reporting practices are addressed;
 - 2.2.3. Teachers are provided leadership and direction with assessment, evaluation and reporting practices that support student learning.
- 2.3. Teachers will ensure that:
- 2.3.1. They are assessing, evaluating and reporting student learning in keeping with provincial legislation and policy, District Administrative Procedures, District Learning Inventory Guidelines, and District Communicating Student Learning Guidelines;
 - 2.3.2. Assessments and evaluation are based on the learning standards (curricular and core competencies) set out in the curriculum;
 - 2.3.3. Assessments are broadly based and utilize a variety of informal and formal methods and strategies;
 - 2.3.4. Formative and summative assessments are used to guide instruction and evaluate student learning;
 - 2.3.5. Students are provided with multiple opportunities to demonstrate their learning;
 - 2.3.6. Student records and related information including work samples and achievement measures are maintained;
 - 2.3.7. Parents/guardians are informed of the procedures used to evaluate students.
3. Communicating Student Learning K-9
- 3.1. In addition to informal communication of student learning, written learning updates in grades K-9 will include:
 - 3.1.1. Communication of learning in each learning area currently being studied in relation to the Learning Standards, using the Provincial Proficiency scale;
 - 3.1.2. Descriptive feedback on areas of strength, growth, and opportunities for further development;
 - 3.1.3. Information about student attendance;
 - 3.1.4. Student-generated content including Student Self-reflection of the Core Competencies and Student Goal Setting.

(K-12 Student Reporting Policy July 1, 2023)

4. Communicating Student Learning Grades 10-12
- 4.1. In addition to informal communication of student learning, written learning updates in grades 10-12 will include:
 - 4.1.1. Communication of learning in each learning area currently being studied in

- relation to the Learning Standards, using letter grades and percentages;
- 4.1.2. Descriptive feedback on areas of strength, growth and opportunities for further development;
 - 4.1.3. Information about student attendance;
 - 4.1.4. Student-generated content including Student Self-reflection of the Core Competencies and Student Goal Setting.

(K-12 Student Reporting Policy July 1, 2023)

5. Inclusive Assessment and Reporting
 - 5.1. Students with Individual Education Plans (IEP) or Annual Instruction Plans (AIP) will receive communications of their learning on the same schedule as their peers, which may reflect differentiated assessment practices.
6. District Assessments
 - 6.1. All schools shall administer literacy and numeracy assessments as required by the Superintendent to provide evidence of skills. All students will participate in all District assessments unless otherwise exempted by Ministerial guidelines;
 - 6.2. Regular collection and analysis of classroom and school level assessment data will be used by teachers to ensure ongoing student improvement.
7. Provincial Assessments
 - 7.1. Provincial assessments provide information about system performance and provide a measure of accountability to parents, community, and other stakeholders;
 - 7.2. Provincial assessments are prescribed and/or approved by the Ministry of Education and Child Care. All schools will participate in provincial assessments as required by the Ministry of Education and Child Care and the Superintendent.

Reference: Sections 17, 20, 22, 65, 85, School
Act School Regulation 265/89
Permanent Student Record Order M082/09
Required Areas of Study Order MO 295/95
Learning Update Order 184/23 Progress Report
K-12 Student Reporting Policy: July 1, 2023

Adopted: November 10, 1999

Amended: May 21, 2003; July 27, 2017; September 1, 2018, February 2024, May 2024

AP 365 - COURSE CHALLENGE

Background

Students may earn credits toward graduation in a variety of ways. In addition to earning credits by successfully completing courses, students may earn credits through challenge.

All students enrolled in the District are entitled to undertake a free challenge process to assess their prior learning for any Ministry authorized graduation program course offered by any school board in the Province that school year, as well as any Board Authorized (BAA) course taught in the District that school year, provided the student has not already completed the course through previous enrolment.

International students must comply with the challenge procedures set out in the Ministry's International Student Graduation Credit Policy.

Procedures

1. A student can challenge to receive credit for Ministry-Authorized, Board/Authority Authorized or Locally-Developed Grade 10, 11 or 12 courses if they:
 - 1.1 Are currently enrolled or registered as a home school student in the District;
 - 1.2 Have not completed the course or its equivalent learning outcomes through previous enrollment;
 - 1.3 Can give compelling evidence that they will succeed in the challenge.
2. Prior to engaging in a challenge process, principals or designates must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency. Refer to Ministry of Education and Child Care Policy, [Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies](#).
3. Students must be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration is not to be an onerous process. School staff, in consultation with students and parents, are to make the decision about readiness.
4. Principals must document the challenge assessment delivered to each student, including a pre-Challenge Equivalency review, and the documentation must be made available to Ministry auditors if requested. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

5. Credit awarded through challenge is measured by the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and fifty percent (50%).
 - 5.1 Students challenging a provincially-examinable course at the grade 12 level will be awarded the School Mark portion only in the challenge procedure, and where applicable, must write the Provincial Exam during a regularly-scheduled exam session.

Reference: Sections 20, 22, 65, 85 School Act
Graduation Order M302/04

Adopted: September 1, 2018

Administrative Procedure 380

AP 380 - STUDENT GOVERNMENT

Background

The experience of participation in Student Government and Student Government activities within schools is supportive and complementary to the education of students and can contribute to the preparation of students to become socially-responsible citizens in a changing world. The District, therefore, encourages the formation of Student Governments in schools.

Procedures

1. The Principal has final authority over all Student Government activities.
2. When appropriate, Student Governments will operate according to an acceptable constitution.
 - 1.1 Student Government may develop a constitution.
 - 1.2 The Student Government constitution and any amendments shall be filed with and approved by the Principal.
3. When appropriate, Student Governments must operate within the framework of acceptable financial practices.
 - 3.1 An annual Student Government financial statement shall be filed with the Principal.
 - 3.2 The Principal shall report Student Government fund activities as part of the annual report required under [Administrative Procedure 520 – Fund Raising Activities](#).
4. Appropriate teacher guidance will be provided to Student Governments.
 - 4.1 One (1) or more teachers shall be appointed as Student Government advisors.

Reference: Sections 17, 20, 22, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 390

AP 390 - REVIEW OF FINAL GRADES

Background

Students and/or parents have a right to appeal final grades awarded.

Procedures

1. The review process must include the following features.
 - 1.1 The necessary pre-requisite for any review will be a meeting between the student and/or the student's parents with the teacher who has assigned the grade.
 - 1.2 If there is no resolution, the matter shall be reviewed by the Principal.
 - 1.3 Clear timelines for requesting and holding a review must be set.
 - 1.4 The student and/or parents must be heard during the review.
 - 1.5 The teacher assigning the grade must be heard during the review.

2. The Principal shall make the final decision on the review.

Reference: Sections 17, 20, 22, 65, 85, School Act
School Regulation 265/89
Permanent Student Record Order MO 82/09
Required Areas of Study Order MO 295/95
Student Learning Assessment Order MO 60/94
Student Progress Report Order MO 191/94
K-12 Education Plan and Guidelines for Student Reporting

Adopted: December 16, 1998
Amended: July 27, 2017; September 1, 2018

Administrative Procedure 395

AP 395 - OFFICE OF THE OMBUDSPERSON REFERRAL

Background

The British Columbia government has established the Office of the Ombudsperson.

District and school-based administrators will endeavour to assist the provincial Ombudsperson in resolving any query made regarding an action or decision made by the District or an employee of the District.

Procedures

1. According to the guidelines and practices of the Office of the Ombudsperson, notification of a complaint to the Ombudsperson will either be made directly to the school involved or to the District Office, depending on the circumstances of each complaint.
2. Ombudsperson inquiries to a school will be received by the Principal. The Principal will notify the Superintendent immediately of the inquiry. The Principal will provide the Superintendent with copies of all correspondence to or from the Ombudsperson.
3. Inquiries from the Office of the Ombudsperson to the District Office will be directed to the Superintendent who will refer the inquiry as required.
4. When appropriate, the Ombudsperson's inquiry will be discussed with the staff involved
5. Details of concluded investigation(s) shall be kept on file at the school and copies of final results supplied to the Superintendent's office.
6. The Superintendent will summarize the types of school and District complaints registered in order to update the Board on an annual basis.

Reference: Sections 17, 20, 22, 65, 85 School Act
Freedom of Information and Protection of Privacy Act
Ombudsperson Act
Collective Agreements

Adopted: September 1, 2018

Administrative Procedure 400

AP 400 - PERSONNEL PRACTICES

Background

The District recognizes that an educational enterprise is personnel dependent and, in keeping with the District's vision and values, will use personnel practices that encourage the highest quality service to children. The District believes that fair and just personnel practices are not only essential, but are vital to growth and improvement.

Procedures

1. All personnel practices will reflect the District's belief in:
 - 1.1 Recruitment and retention of the best-qualified personnel;
 - 1.2 Provision of equal employment opportunities;
 - 1.3 Aspects of natural justice;
 - 1.4 Employee consultation;
 - 1.5 Need for clearly-defined procedures;
 - 1.6 Primary importance of student welfare;
 - 1.7 Professionalism.
2. The Superintendent is responsible to the Board for the development, implementation, administration and assessment of employment practices. These practices must be consistent with employment legislation, current collective agreements or contracts, Board policy and administrative procedures.
3. All unionized hires shall be appointed to the staff of the District in accordance with the provisions of their current collective agreement and the following procedures:
 - 3.1 The successful candidate shall be fairly selected from applicants;
 - 3.2 All offers and acceptances of employment shall ultimately be in writing.
4. In the case of hiring exempt or excluded employees, the District will adhere to the following procedures:
 - 4.1 The successful candidate shall be fairly selected from applicants;
 - 4.2 All offers and acceptances of employment shall ultimately be in writing.
5. It is not the intent of these procedures to supersede such grievance procedures as may exist in an employee's applicable collective agreement.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

AP 401 - CRIMINAL RECORDS SEARCH

Background

Pursuant to legislation requirements, the District will ensure the protection of District school children by requiring a criminal record search of all District staff. Under the Criminal Records Review Act, all non-teaching staff in schools must have a criminal record review conducted by the Criminal Records Review Program (CRRP).

To ensure the protection of children, any prospective teacher, teachers' assistant or non-teaching employee will be required to authorize a criminal record check pursuant to the Criminal Records Review Act.

Procedures

1. All non-teaching staff require a completed criminal record check as a condition of employment.
2. All teaching staff will be required to authorize a criminal record check through the Teacher Regulation Branch.
3. Newly-hired staff must submit and pay for an online Criminal Record Check at <https://justice.gov.bc.ca/screening/crrpa/org-access> using access code CJK4XZPC46.
4. Employment will be subject to clearance by the Criminal Records Review Program. In the event of an adverse decision regarding employability of an applicant, the applicant will be informed of the reason for the decision.
5. When an employee is charged with or convicted of an offence, under the Criminal Code of Canada, the Controlled Drugs and Substances Act, the Child Youth and Family Enhancement Act or similar legislation, the employee is required to immediately inform the Superintendent. A written explanation may accompany the notification.
6. An employee who is subject to any prohibitions, restrictions or orders; including but not limited to probation, recognizance or similar orders; issued or imposed by the court, a law enforcement agency or other government agency, that restrict or forbid the employee from having contact with minor children or that are otherwise relevant to the position held by the employee, shall immediately inform the Superintendent of such limitations.
7. Failure by an employee to notify the Superintendent as required under this Administrative Procedure may justify termination of the employee's employment with the District.

8. The Superintendent may require an employee to provide a current (within six (6) months) Criminal Record Check at any time during the employment period.

9. All individuals will be required to undergo a re-check every five (5) years.

Reference: Sections 20, 22, 65, 85 School Act
Controlled Drugs and Substances Act
Criminal Code of Canada
Criminal Records Act
Food and Drugs Act
Public Safety Statutes Amendment Act

Adopted: May 27, 1998
Amended: September 1, 2018

Administrative Procedure 402

AP 402 - PERSONNEL RECORDS

Background

Orderly administration of the District requires the compilation of information about all employees.

Procedures

1. The employee's personnel file may contain:
 - 1.1 Pre-employment materials, including correspondence associated with the applications, curriculum vitae, transcripts, letters of reference and placement documents;
 - 1.2 Copies of letters relating to District actions respecting the employee, including initial appointment, sabbatical leaves, leaves of absence, administrative appointments, etc.;
 - 1.3 Correspondence between the employee and District Office;
 - 1.4 Materials respecting professional development and performance;
 - 1.5 Materials used for payroll purposes.
2. A personnel file shall not contain any anonymous items.
3. Upon request to the Manager/Officer of Human Resources, the employee, or the employee's duly-authorized representative, shall have the right to examine the contents of the employee's personnel file.
4. Such examination shall be in the presence of the Manager/Officer of Human Resources. The employee shall not be allowed to remove the personnel file, or any original part thereof, from the District Office.
5. Access to personnel files is restricted to the Superintendent, Assistant Superintendent, Secretary-Treasurer and Manager/Officer of Human Resources.
6. The employee shall have the right to include written comments on the accuracy of the meaning of any of the contents of the personnel file.
7. In response to requests for information on employees, the Manager/Officer of Human Resources or Payroll Manager may provide verification of employment and length of service, but additional information on employees is to be provided only on the written instruction of the employee and to the extent authorized by the employee, except as required by law.

8. Information such as address, and telephone number will not be provided. The Manager/Officer of Human Resources will contact employees in order to forward requests for contact from outsiders.
9. Employees or former employees may authorize the release of salary and other employment-related information to specified businesses and lending institutions.

Reference: Sections 22, 65, 85 School Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Collective Agreements

Adopted: September 1, 2018

Administrative Procedure 403

AP 403 - DUTY TO REPORT

Background

Every staff member has a fiduciary responsibility to work in the best interests of the District and to use all available resources in the achievement of the District's mission. To this end, all staff members shall conduct themselves, personally and professionally, in a highly ethical manner so as not to bring the District or other staff members into public disrepute or ridicule.

All staff members shall refrain from using their position to benefit either themselves or any other individual or agency apart from the total interest of the District.

Procedures

1. Any staff member who believes another has acted in an illegal or unethical manner has a duty to report the matter directly to the Superintendent.
2. In reporting such a matter, the staff member must adhere to pertinent codes of ethics.
3. The Superintendent will thoroughly investigate any such reported conduct.
4. No staff member shall take retaliatory action with the intent of dissuading or punishing an individual for participating in this process. Sanctions may be imposed for retaliation.
5. Confidentiality will be maintained throughout the process. Information relating to the matter will only be disclosed to the extent necessary to investigate the allegation.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 404

AP 404 – Employee Conflict of Interest

Background

The District expects all employees to maintain the highest standards of integrity and professionalism. Employees must avoid situations where personal interests conflict, or appear to conflict, with their responsibilities to the District, students, or the public.

Procedures

1. General Conflict of Interest

Employees must not:

- Use their position for personal gain;
- Engage in activities that compromise their objectivity or professional judgment;
- Accept gifts, favors, or benefits that may influence their decisions or actions.

2. Direct and Indirect Pecuniary Interest

- Employees must not receive additional remuneration for services or materials provided to the District beyond their regular salary and approved expenses;
- Employees must not influence decisions that result in financial benefit to themselves, their relatives, partners, business associates, or close friends.

3. Hiring and Contracting

- Employees must not participate in hiring or contracting decisions involving individuals with whom they have a personal or financial relationship;
- Any such potential conflict must be disclosed to the Secretary-Treasurer prior to any involvement.

4. Professional Services Provided to Students and Families

A conflict of interest may arise when employees provide professional services to students and/or their families outside of their District role. Examples include, but are not limited to:

- Respite care
- Counseling or therapy
- Speech-language pathology
- Tutoring or academic coaching
- Occupational or physical therapy

Guidelines:

- Employees must disclose any such arrangements to their immediate supervisor prior to initiating or continuing services.
- Supervisors will assess the situation to determine if a conflict exists and may consult with Human Resources or the Secretary-Treasurer.

- If a conflict is identified, appropriate steps will be taken to mitigate the risk, which may include reassignment of duties, cessation of services, or other administrative actions.

5. Determination and Resolution

- The Secretary-Treasurer is responsible for determining whether a conflict of interest exists;
- Employees are encouraged to seek guidance before engaging in any activity that may present a conflict.

Reference: Sections 20, 22, 23, 65, 85 School Act
Employment Standards Act

Adopted: September 1, 2018

Amended: December 2, 2025

Administrative Procedure 405

AP 405 - WORKING ALONE

Background

Employees who are directed to work alone are to be protected in accordance with the Occupational Health and Safety Regulation.

Definition

Work alone means to work alone by administrative direction at a work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency.

Procedures

1. In situations where employees are directed to work alone, principals and site supervisors shall ensure:
 - 1.1 That a hazard assessment to identify existing and/or potential hazards arising from the conditions and circumstances of the employee's place of work is conducted;
 - 1.2 An effective means of communication between the employee and persons capable of responding to the employee's needs is established; and
 - 1.3 Safety measures to reduce the risk to employees from the identified hazards are implemented.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act
Workers' Compensation Act
Occupational Health and Safety Regulation

Adopted: September 1, 2018

Administrative Procedure 406

AP 406 - EMPLOYEE AND FAMILY ASSISTANCE PROGRAM (EFAP)

Background

The service is designed to assist employees and their families to effectively address personal and workplace challenges where immediate support would be of assistance. The District is committed to the principle of assisting in the support and rehabilitation of employees. Typically, these are in areas such as health needs, financial, legal or family issues or abuse of alcohol or other drugs.

Procedures

This is a confidential service, accessible through contact directly from the employee. It is possible that neither the employee's immediate supervisor nor the Manager/Officer of Human Resources will be aware of an employee who has "self-referred". However, the following are expectations for supervisors and the Manager/Officer of Human Resources.

1. Responsibilities of Immediate Supervisor
 - 1.1 Seek to identify staff who may require assistance;
 - 1.2 Provide the employee with information regarding the District EFAP plan.
2. Responsibilities of the Manager/Officer of Human Resources
 - 2.1 Regularly review the EFAP service delivery contract;
 - 2.2 Assist the employee whenever possible;
 - 2.3 Assure the employee of the confidentiality of the program.

Legal Reference: Sections 22, 65, 85 School Act
Employment Standards Act
Freedom of Information and Protection of Privacy Act

Adopted: September 1, 2018

Administrative Procedure 407

AP 407 - DELEGATION OF AUTHORITY FOR THE PROTECTION OF STUDENTS AND MAINTENANCE OF ORDER

Background

Authority shall be delegated to principals, vice-principals, all teachers, all custodians, all maintenance staff, all clerical staff and all supervisory staff in the employ of the District and to Police Officers to make such directions and to follow such courses of action as deemed appropriate for the protection of students and maintenance of order, and to direct persons to leave the land or premises of a school.

This Administrative Procedure constitutes authorization pursuant to the School Act.

Procedures

1. The order of authority under this authorization is as follows:
 - 1.1 Principal, and in the event of the Principal's absence, or delegation, a
 - 1.2 Vice-Principal or Police Officer, and in the event of the Vice-Principal's absence, or delegation, a
 - 1.3 Teacher, and in the event of the teacher's absence, or delegation, a
 - 1.4 Member of the supervisory staff of the District, and in the event of the District supervisory staff's absence, or delegation, a
 - 1.5 Custodian, maintenance staff member, or clerical staff member.

Reference: Sections 17, 18, 20, 22, 23, 65, 85, 177 School Act

Adopted: September 1, 2018

Administrative Procedure 408

AP 408 - DAMAGE OR LOSS OF EMPLOYEE PROPERTY

Background

Employees while on school premises and while performing their professional duties, often utilize materials, equipment and teaching aids, which are owned by themselves. Employees may therefore be compensated for self-owned material, equipment and/or teaching aids when these are lost while on school premises and while being used by the employee in the employee's professional duties.

An employee shall be compensated for vandalism to the employee's motor vehicle when the employee is engaged in activities directly related to their employment.

Such reimbursement will take place only if specified procedures have been followed, and if the article is not covered by the individual's own insurance policy.

Procedures

1. For unionized employees, collective agreements will be followed.
2. For Exempt Employees, the Teachers' Collective Agreement will be followed.

Reference: Sections 6, 10, 20, 22, 23, 65, 74, 84, 85, 95 School Act
Collective Agreements

Adopted: September 1, 2018

Administrative Procedure 412

AP 412 - PERIODS OF DIMINISHING FINANCIAL RESOURCES

Background

The District has a mandate to provide quality education services to students enrolled in schools and programs operated by the District within a fiscally responsible framework.

Procedures

When the District experiences a period of diminishing financial resources, the District shall be guided by two principles:

1. The maintenance of the highest quality of education services is the paramount goal - even though this may, at times, require the District's greatest efforts to preserve programs the District deems indispensable and/or to add new programs which may become important.
2. The provision of the highest reasonable level of job security for our staff shall be the District's second goal - though that goal must be inevitably tempered by the District's determination to respect the rights and needs of the students.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 110, 111, 113, 114, 115, 116, 117 School Act

Adopted: September 1, 2018

Administrative Procedure 415

AP 415 – EMPLOYEE RECOGNITION

The Cowichan Valley School District (Board) will actively work to ensure that schools are safe, welcoming, and caring places. A part of creating this culture of care is employee recognition. Employee recognition plays a vital role in uplifting this culture within the Cowichan Valley School District. Along with informal recognition from supervisors and other staff, the District has formalized employee recognition in a standalone process through this Administrative Procedure.

Procedure:

At the first District Leadership Team (DLT) meeting of the school year, District staff will create a yearly plan for employee recognition. This plan will incorporate the following:

- September | Shsi'em Ts-hay Recognition Program
- March | Long-Service Recognition
- June | Retirement Celebration
- At least 1 impromptu recognition event

Once finalized, this plan will be shared with Principals and Vice-Principals and Managers so they are aware of the dates for formal recognitions and can plan their own informal recognitions to support their own workforce.

Identity, Belonging, and Connection:

Group and individual recognition activities will be culturally appropriate, and aligned with the Identity, Belonging, and Connection policy, and will consider individual employee wishes for recognition, noting that not all employees wish to be publicly recognized.

Long-Service Recognitions:

The District has a long history of recognizing significant work milestones at 10, 25, 30, 35 years of service. This process will continue with the following recognitions:

- 10-years | Silver pin, presented at worksite
- 25-years | Gold pin, presented at the yearly tea or gala celebration
- 30-years | Wood plaque, presented at the yearly tea or gala celebration
- 35-years | Framed recognition, presented at the yearly tea or gala celebration

Long-Service recognition will be calculated as of December 31st following the employee's start date year.

Amended May 8, 2023

Administrative Procedure 419

AP 419 - EMPLOYEE RESIGNATIONS

Background

The District requires that employees wishing to resign from the employ of the District must do so in accordance with the provisions of provincial statutes, collective agreements and District administrative procedures.

Procedures

1. Unionized Employees
 - 1.1 The employee wishing to resign from employment with the District shall submit a letter of resignation to the Manager/Officer of Human Resources specifying the proposed resignation date.
 - 1.2 Upon receiving a letter of resignation, the Manager/Officer of Human Resources shall:
 - 1.2.1 Ensure that the period of notice given by the employee is in accordance with the conditions of employment;
 - 1.2.2 If in accordance, accept, in writing, the resignation;
 - 1.2.3 Forward a copy of the letter accepting the resignation to the payroll department.
 - 1.3 If, upon receiving a letter of resignation, the Manager/Officer of Human Resources believes that the period of notice does not comply with the conditions of employment, the Superintendent or designate may:
 - 1.3.1 Require the employee to honour the appropriate period of notice; or
 - 1.3.2 Accept the resignation as offered; and
 - 1.3.3 Forward a copy of the letter accepting the resignation to the payroll department.
2. Exempt/Principal/Vice-Principal Procedures
 - 2.1 The employee wishing to resign from employment with the District shall submit a letter of resignation to the Superintendent specifying the proposed resignation date.
 - 2.2 Upon receiving a letter of resignation, the Superintendent shall:
 - 2.1.1 Ensure that the period of notice given by the employee is in accordance with the conditions of employment;
 - 2.1.2 If in accordance, accept, in writing, the resignation;

- 2.1.3 Forward a copy of the letter accepting the resignation to the payroll department.
- 2.3 If, upon receiving a letter of resignation, the Manager/Officer of Human Resources believes that the period of notice does not comply with the conditions of employment, the Superintendent or designate may:
 - 2.3.1 Require the employee to honour the appropriate period of notice; or
 - 2.3.2 Accept the resignation as offered; and
 - 2.3.3 Forward a copy of the letter accepting the resignation to the payroll department.

Reference: Sections 22, 65, 85 School Act
Employment Standards Act
Collective Agreements

Adopted: September 1, 2018

AP 420 - TEACHER PROFESSIONAL CONDUCT

Background

The District recognizes the professionalism of teachers and the need for District staff to work together for the common interest of the children. As such, the District believes that the rights of its teaching staff are accompanied by essential responsibilities, both of which define the code of teacher professional relationships in the District.

Procedures

The teachers employed by the District, on behalf of its students, acknowledge the following responsibilities and relationships:

1. The obligation to orient services towards the continuous intellectual development, career development, physical development, and human and social development of students in accordance with the mandate for B.C. schools and the vision and values of the District.
2. The requirement to fulfill the obligations of the School Act, statutory regulations, Board policy and collective agreements/contracts with the District.
3. The need to make decisions based on student welfare and to cooperate with other professionals to this end.
4. The maintenance, individually and collectively, of a high standard of professional ethics, conduct and practice.
5. The duty to speak and act toward students with respect and dignity, and deal judiciously with them, mindful of their individual rights and sensibilities.
6. The obligation to cooperate with agencies that provide social services that contribute to the welfare of students.
7. The necessity to respect the confidential nature of information concerning students and share it only with authorized persons or agencies directly concerned with their welfare.
8. The obligation to work towards the highest possible current educational standards and practices through professional development, personal growth plans and in-service opportunities.
9. The expectation to direct any criticism or concern to a fellow teacher before sharing information with appropriate officials or a professional organization, except where legal provisions or Inter-Ministry protocols require otherwise.

10. The need for teachers to exercise their professional mandates, obligations and rights when fulfilling the primary responsibilities of:
 - 10.1 Managing the teaching/learning environment;
 - 10.2 Providing instruction, including the determination of needed outcomes, methods of instruction and assessment;
 - 10.3 Communicating and interpreting evaluation data and progress information on students;
 - 10.4 Executing provincial and local curriculum mandates;
 - 10.5 Employing cooperative, consultative or collaborative decision-making processes as applicable when addressing issues;
 - 10.6 Enhancing expertise through professional growth.

11. The need for managers to exercise their professional mandates, obligations and rights when fulfilling the primary responsibilities of:
 - 11.1 Managing District/school operations efficiently and prudently;
 - 11.2 Facilitating and ensuring that there is effective instruction within the District/school;
 - 11.3 Monitoring that appropriate evaluation instruments and processes are used in the District/school;
 - 11.4 Ensuring that provincial and local curriculum mandates are offered in the District/school;
 - 11.5 Employing cooperative, consultative or collaborative decision-making processes as applicable when addressing issues;
 - 11.6 Enhancing expertise through professional growth.

Reference: Sections 17, 20, 22, 65, 85 School Act
Teachers' Act
School Regulation 265/89

Adopted: September 1, 2018

Administrative Procedure 421

AP 421 - TEACHER RECRUITMENT

Background

The District will recruit the most able and appropriately-trained teachers for the positions to be filled.

Procedures

1. Responsibility for Teacher Recruitment
 - 1.1 The engagement and placement of teachers on staff is coordinated by the Manager of Human Resources.
2. The Principal is responsible for the teacher hiring process at the school, in consultation with the Manager of Human Resources.
3. The Manager of Human Resources shall approve all hiring prior to a teaching contract being offered.
4. Candidate Application Expectations:
 - 4.1 Possess a current British Columbia Teaching Certificate;
 - 4.2 University/college transcripts and teacher evaluation reports;
 - 4.3 Character and professional references from appropriate persons who are capable of judging the professional competence and character of the applicant.
 - 4.4 In addition, prospective teachers shall possess:
 - 4.4.1 An ability to communicate and empathize with students and parents;
 - 4.4.2 A proven ability of success within the classroom;
 - 4.4.3 An in-depth knowledge of teaching pedagogy and student learning styles;
 - 4.4.4 A desire to contribute to the overall quality of education of all students and the profession;
 - 4.4.5 A desire to actively participate as a member of a professional learning community.
5. The advertising and filling of teaching vacancies will be in accordance with the current collective agreement.

Reference: Sections 17, 20, 22, 65, 85 School Act
Teachers' Act
School Regulation 265/89
Teachers' Collective Agreement

AP 427 - SHARED OR PART-TIME TEACHING ASSIGNMENTS

Background

Circumstances may warrant the provision for teaching staff to job share a particular assignment. The District supports the provision of job sharing for teaching staff, provided that it has no negative effect upon the operation of its schools, staff and the students being served. It is the teachers' responsibility to develop a job share proposal, outlining how they plan to ensure continuity of programming for their students.

Procedures

1. The educational interests of students shall be foremost when considering a teacher's request for a job sharing assignment.
2. If the application is supported by the Principal, the Principal will notify the applicants, in writing, and forward a copy of the application form to the Manager of Human Resources. Or, if declined, the Principal will notify the applicants, in writing, and provide an explanation to the applicants as to why their request was declined. The decision by the Principal to decline the request is final.
3. The final approval for all job sharing arrangements will be made by the Manager of Human Resources.
4. In the event of a partial leave, Principals shall ensure that part-time teachers sharing one assignment will do so on a portion-of-the day basis.
5. Principals will also attempt to ensure that specialist services are available on a daily basis whenever this is possible.
6. The assignments of itinerant specialists who serve more than one school will have to be arranged between the Principals concerned and their supervisor.
7. If the teacher(s) wish to continue job sharing for the next school year, they are to apply in writing to the Principal by June 30.
8. Job share agreements will be reviewed annually by the Principal.

Reference: Sections 17, 20, 22, 65, 85 School Act
Teachers' Act
School Regulation 265/89
Collective Agreement

Adopted: September 1, 2018

Administrative Procedure 441

AP 441 - SUPPORT STAFF RECRUITMENT

Background

Support staff are vital to the provision of quality education programs and must be recruited in an effective, efficient and fair manner.

The District supports the recruitment and efficient deployment of qualified support staff to meet student educational needs.

Procedures

1. When vacancies occur which are not filled from the Seniority List the recruiting of support staff will consider the following criteria:
 - 1.1 Needs of District students;
 - 1.2 Needs of the District and organizational fit;
 - 1.3 Provisions of current collective agreement;
 - 1.4 Candidates' knowledge, education, skills and attitudes; and
 - 1.5 Candidates' suitability and compatibility based upon past performance and experience.
2. The Superintendent is responsible for establishing support staff recruitment procedures, communicating these to school administration and monitoring their implementation.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act
Employment Standards Act
Collective Agreements

Adopted: September 1, 2018

Administrative Procedure 442

AP 442 – EVALUATION OF SUPPORT STAFF

Background

All support staff shall participate in a regular performance appraisal conducted by their immediate supervisor and/or Principal.

Procedures

1. Each support staff member will be provided with a role description developed by their immediate supervisor and/or Principal. This will include any guidelines developed by the Superintendent.
2. It is essential to maintain ongoing communication between support staff and their immediate supervisors.
3. Support staff are expected to avail themselves of professional development opportunities in order to remain current with their assignments.
4. A written performance appraisal will be completed by the immediate supervisor and/or Principal.
 - 4.1. The support staff member will be provided with the original appraisal. Copies will be forwarded to the Superintendent and to the immediate supervisor.
5. Additional performance appraisals may be conducted when requested by the support staff member or the immediate supervisor.
6. At any time, a performance appraisal may also be requested by the Superintendent, and may be completed by someone other than the immediate supervisor.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act
Employment Standards Act
Collective Agreements

Adopted: September 1, 2018

AP 451 - ROLE OF ASSISTANT SUPERINTENDENT, LEARNING SERVICES

Background

Guided by the District's vision, mission and values, and our goals, the Assistant Superintendent, Learning Services will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Assistant Superintendent, Learning Services is directly responsible and accountable to the Superintendent. When assigned by the Superintendent, the Assistant Superintendent, Learning Services assumes all responsibilities of the Superintendent in the Superintendent's absence.

The Assistant Superintendent, Learning Services will have specific responsibilities for:

1. Student Learning
 - 1.1 Ensures students in the District within areas of responsibility have the opportunity to meet the standards of education set by the Minister.
 - 1.2 Ensures the effective implementation of curriculum in the District.
 - 1.3 Provides support for initiatives to facilitate curricular outcomes.
 - 1.4 Ensures accountability for achievement of approved learning outcomes in all schools.
 - 1.5 Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs within areas of responsibility.
2. Student Wellness
 - 2.1 Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
3. Human Resources Management
 - 3.1 Supervises, evaluates and reviews the performance of "direct reports".
 - 3.2 Assists the Superintendent as required with the recruitment and selection of professional staff.
 - 3.3 Collaborates with the Superintendent in the supervision and evaluation of school-based administrative staff, as requested.

4. Fiscal Responsibility
 - 4.1 Develops a departmental budget within the parameters and constraints of the Division budget.
 - 4.2 Ensures the proper fiscal management of budget allocations.
 - 4.3 Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
 - 4.4 Operates in a fiscally prudent and responsible manner.
5. Policy/Administrative Procedures
 - 5.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
 - 5.2 Ensures application of Board policies and administrative procedures as required in the performance of duties.
 - 5.3 Supports the implementation of administrative procedures related to program, school and student evaluation.
6. Organizational Management
 - 6.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.
 - 6.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
7. Communications and Community Relations
 - 7.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
 - 7.2 Fosters close ties and develops partnerships with community agencies.
 - 7.3 Ensures parents and staff have an acceptable level of satisfaction with the services provided within areas of responsibility.
 - 7.4 Investigates and facilitates resolution of concerns and conflicts.
8. Superintendent Relations
 - 8.1 Establishes and maintains positive, professional working relations with the Superintendent.
 - 8.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
 - 8.3 Provides the information the Superintendent requires to perform their role in an exemplary fashion.

9. Leadership Practices

- 9.1 Practices leadership in a manner that is viewed positively and has the support of those with whom the Assistant Superintendent, Learning Services work in carrying out the Superintendent's expectations.
- 9.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 451.1

AP 451.1 – ROLE OF DISTRICT PRINCIPAL OF TECHNOLOGY

Background

Guided by the District's vision, mission and values, and our goals, the District Principal of Technology will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The District Principal of Technology is directly responsible and accountable to the Assistant Superintendent, Learning Services.

The District Principal of Technology will have specific responsibilities for:

1. Student Learning
 - 1.1 Provides support for the effective use of technology to maximize twenty-first century student learning.
 - 1.2 Supports an education-centered approach to technology, to be developed and maintained throughout the District.
2. Student Wellness
 - 2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
3. Technology Services Leadership
 - 3.1 Provides support on all matters related to District technology directions.
 - 3.2 Ensures that technical support maintains a focus on service.
 - 3.3 Manages contracted and alternative technology services.
 - 3.4 Provides support to ensure that ongoing technology infrastructure facilitates student learning in an inclusive environment according to the District goals.
 - 3.5 Keeps current with the latest technologies and support mechanisms.
4. Technology Services Management
 - 4.1 Monitors operation of the department and, in conjunction with Technology Services staff, makes any necessary changes that would improve and streamline the operation of the department.
 - 4.2 Works collaboratively to identify, recommend, develop, implement and support cost-effective technology solutions for all aspects of District operations.

- 4.3 Coordinates the day-to-day activities of the Technology Services department and ensures all work is carried out in a timely fashion.
 - 4.4 Meets with sales representatives; coordinates evaluation of all new and existing equipment and supplies.
 - 4.5 Manages assigned projects for the Technology Services department.
 - 4.6 Provides technology and support for assistive technologies.
 - 4.7 Maintains the District digital resource library.
 - 4.8 Maintains a PASI-compliant student information system.
 - 4.9 Maintains paperless meeting software.
 - 4.10 Coordinates the installation and support of video surveillance systems.
 - 4.11 Supports printer and multifunctional fleet.
 - 4.12 Supports school VoIP and intercom systems.
 - 4.13 Maintains the evergreening of all networks and data servers, including the provision for secure backups.
5. Human Resources Management
- 5.1 Manages Technology Services staffing, including recruitment, supervision, scheduling, development, evaluation and disciplinary actions.
 - 5.2 Maintains a continual dialogue with Technology Services staff to ensure that good performance is recognized and that potential problem areas are identified and resolved.
 - 5.3 In conjunction with school administrators, ensures that technology solutions, guidelines and standards are being effected.
 - 5.4 Conducts meetings and discusses with Technology Services staff any proposed changes to Board policy or service delivery, or as the need arises.
 - 5.5 Supports the professional development of District staff relative to the use of technology.
 - 5.6 Coordinates and delivers the Local Area Network (LAN) Administrators' in-services.
 - 5.7 Provides for the training and support of school administrators and teachers on educational or business technologies.
6. Fiscal Responsibility
- 6.1 Develops a departmental budget within the parameters and constraints of the District budget.
 - 6.2 Updates the Learning and Technology Plan for the District annually, ensuring consideration of changing priorities.
 - 6.3 Administers all contracts and service agreements for Technology Services.
 - 6.4 Practices asset management for technology hardware, software and equipment.
 - 6.5 Operates in a fiscally prudent and responsible manner.

7. Policy/Administrative Procedures
 - 7.1 Recommends development and/or reviews of Board policies or administrative procedures to the Superintendent, within areas of responsibility.
 - 7.2 Ensures application of Board policies and administrative procedures as required in the performance of duties.
8. Organizational Management
 - 8.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Superintendent directives.
 - 8.2 Maintains on-call availability as required for technology system stability.
 - 8.3 Handles emergencies and deals with crisis situations in a team-oriented fashion.
9. Communications and Community Relations
 - 9.1 Takes appropriate actions to ensure open and transparent internal and external communications are developed and maintained in areas of responsibility.
 - 9.2 Ensures staff and students have a high level of satisfaction with the services provided and with the responsiveness of the Technology Services department.
 - 9.3 Liaises with the Ministry to align District technology plans with provincial initiatives.
10. Superintendent Relations
 - 10.1 Establishes and maintains positive, professional working relations with the Superintendent.
 - 10.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
 - 10.3 Provides the information the Superintendent requires to perform her role in an exemplary fashion.
 - 10.4 Performs tasks as may be assigned by the Superintendent.
11. Leadership Practices
 - 11.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he/she works in carrying out the Superintendent's expectations.
 - 11.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

AP 452 – ROLE OF ASSOCIATE SUPERINTENDENT, STUDENT SERVICES

Background

Guided by the District's vision, mission and values, and our goals, the Associate Superintendent, Student Services will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Associate Superintendent, Student Services is directly responsible and accountable to the Superintendent. When assigned by the Superintendent, the Associate Superintendent, Student Services assumes all responsibilities of the Superintendent in the Superintendent's absence.

The Associate Superintendent, Student Services will have specific responsibilities for:

1. Student Learning
 - 1.1. Ensures students in the District within areas of responsibility have the opportunity to meet the standards of education set by the Minister.
 - 1.2. Ensures accountability for achievement of approved learning outcomes within areas of responsibility in all schools.
 - 1.3. Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs within areas of responsibility.
 - 1.4. Ensures appropriate programming is in place for First Nations Métis and Inuit students.
2. Student Wellness
 - 2.1. Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
 - 2.2. Ensures that a coordinated service delivery model is in place to support student access to programs and services.
 - 2.3. Develops and maintains positive and effective relations with provincial government departments and regional/community agencies which provide services/supports to students.
 - 2.4. Performs the function of Attendance Officer for the District pursuant to the provisions of the School Act.

3. Human Resources Management
 - 3.1. Supervises, evaluates and reviews the performance of “direct reports”.
 - 3.2. Assists the Superintendent as required with the recruitment and selection of professional staff.
 - 3.3. Collaborates with the Superintendent in the supervision and evaluation of school-based administrative staff, as requested.
4. Fiscal Responsibility
 - 4.1. Develops a departmental budget within the parameters and constraints of the Division budget.
 - 4.2. Ensures the proper fiscal management of budget allocations.
 - 4.3. Makes recommendations to the Superintendent regarding possible actions to increase the effective and efficient operations of programs within areas of responsibility.
 - 4.4. Operates in a fiscally prudent and responsible manner.
5. Policy/Administrative Procedures
 - 5.1. Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
 - 5.2. Ensures application of Board policies and administrative procedures as required in the performance of duties.
 - 5.3. Ensures the implementation of administrative procedures related to program, school and student evaluation.
6. Organizational Management
 - 6.1. Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.
 - 6.2. Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
7. Communications and Community Relations
 - 7.1. Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
 - 7.2. Fosters close ties and develops partnerships with community agencies.
 - 7.3. Ensures parents and staff have a acceptable level of satisfaction with the services provided within areas of responsibility.
 - 7.4. Investigates and facilitates resolution of concerns and conflicts.
 - 7.5. Assists the Principal and the parents’ advisory council with the formulation and review of the philosophy, policies and objectives for the school on request.

9. Superintendent Relations

- 9.1. Establishes and maintains positive, professional working relations with the Superintendent.
- 9.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 9.3. Provides the information the Superintendent requires to perform his role in an exemplary fashion.

10. Leadership Practices

- 10.1. Practices leadership in a manner that is viewed positively and has the support of those with whom she works in carrying out the Superintendent's expectations.
- 10.2. Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

AP 453 - ROLE OF THE SECRETARY-TREASURER

Background

Guided by the District's vision, mission and values, and our goals, the Secretary-Treasurer will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Secretary-Treasurer is directly responsible and accountable to the Superintendent.

The Secretary-Treasurer will have specific responsibilities as/for:

1. Corporate Secretary
 - 1.1 Arranges and provides notice for all Board meetings, including committee and public meetings.
 - 1.2 Ensures accuracy of recording of Board proceedings at meetings (minutes).
 - 1.3 Ensures proper completion of contracts, agreements and partnerships with outside corporations/agencies.
 - 1.4 Ensures appropriate insurance policies are in place for the District.
 - 1.5 Ensures the maintenance, access and protection of records in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and Regulations.
 - 1.6 Provides for the interpretation of legislation affecting the operation of the District, as directed by the Superintendent.
 - 1.7 Acts as chief electoral officer for the election of trustees.
2. Corporate Treasurer
 - 2.1 Ensures the fiscal management of the District is in accordance with the terms or conditions of any funding received.
 - 2.2 Ensures the operation of the District is fiscally responsible.
 - 2.3 Designs budget cycles which meet provincial requirements and provide for stakeholder input.
 - 2.4 Prepares the draft budget, aligned with the Strategic Plan, for the Superintendent's consideration.
 - 2.5 Acts as the District's purchasing agent.
 - 2.6 Produces financial accountability and other reports in compliance with all legal and Ministerial mandates and timelines, and Superintendent directives.

- 2.7 Assists school sites with preparation of budgets and the management of their financial affairs.
 - 2.8 In collaboration with the Manager of Human Resources, provides support to the Board's negotiating committees.
3. Facilities and Property Management
 - 3.1 Provides leadership in the development of annual updates to the Capital Plan and of a Facilities Master Plan, including provisions for instructional and support services.
 - 3.2 Ensures that building assets are maintained in an appropriate manner.
 - 3.3 Ensures District compliance with the requirements of Occupational Health and Safety legislation.
 4. Student Transportation
 - 4.1 Ensures the safety and welfare of students while being transported to and from school programs in transportation provided by the District.
 5. Human Resources Management
 - 5.1 Ensures job descriptions are developed and updated, and evaluations processes are implemented, for direct reports, in accordance with the procedures established by the Manager of Human Resources.
 - 5.2 Provides input to the Manager of Human Resources with regard to the recruitment and appointment of District Office, Facilities and Transportation support personnel.
 - 5.3 Provides support to the Assistant Superintendent in the provision of learning opportunities for bus drivers, facilities and maintenance personnel and District Office support staff and for business functions for school personnel.
 6. Administrative Procedures
 - 6.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
 - 6.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.
 - 6.3 Ensures application of Board policy and administrative procedures as required in the performance of duties.
 7. Organizational Management
 - 7.1 Demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and adherence to Superintendent directives.
 - 7.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

8. Communications and Community Relations

- 8.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in his area of responsibility.
- 8.2 Ensures parents and staff have a high level of satisfaction with the services provided and the responsiveness of the department.
- 8.3 Investigates, and facilitates resolution of concerns, and conflicts.

9. Superintendent Relations

- 9.1 Establishes and maintains positive professional working relations with the Superintendent.
- 9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
- 9.3 Provides the information which the Superintendent requires to perform his/her role in an exemplary fashion.

10. Leadership Practices

- 10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.
- 10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 23, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 453.1

AP 453.1 - ROLE OF THE MANAGER OF HUMAN RESOURCES

Background

Guided by the District's vision, mission and values, and our goals, the Manager of Human Resources will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Manager of Human Resources is directly responsible and accountable to the Secretary-Treasurer.

The Manager of Human Resources, will have specific responsibilities for:

1. Human Resources Leadership
 - 1.1 Provides for training of administrators and the development of leadership capacity within the District as approved by the Superintendent.
 - 1.2 Provides effective Teacher and School Administrator Induction Programs.
 - 1.3 Provides recommendations to the Superintendent regarding strategic workforce planning.
 - 1.4 Assists District personnel with human resources processes (e.g. conflict resolution and mediation).
 - 1.5 In collaboration with the Secretary-Treasurer, provides support to the Board's negotiating committees.
2. Human Resources Management
 - 2.1 Supervises, evaluates and reviews the performance of "direct reports".
 - 2.2 Conducts the selection process and participates in the selection panel for all administrative positions other than that of the Superintendent.
 - 2.3 Recruits and hires all personnel in consultation with the direct supervisor in accordance with Superintendent direction and approved budget.
 - 2.4 Establishes the frameworks for supervision and evaluation of all personnel.
 - 2.5 Conducts the supervision and evaluation of school-based administrative staff, as requested by the Superintendent.
 - 2.6 Supervises the evaluation of school staff by, and in consultation with, principals.
 - 2.7 Reviews Principal Professional Growth Plans.

- 2.8 Provides support to ensure that each staff member is provided with a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging.
 - 2.9 Administers all employment contracts in the best interests of the District, including leaves, transfers, transitions to retirement.
 - 2.10 Administers the employee classification system (job descriptions, grid placements).
 - 2.11 Administers the Employee and Family Assistance Program.
 - 2.12 Administers all personnel files.
 - 2.13 Within areas of responsibility, provides for legal opinions as required.
 - 2.14 Provides supervisory expertise to principals and District personnel.
 - 2.15 Provides support, as requested, to the Assistant Superintendent in matters related to staff professional development.
3. Student Learning
 - 3.1 Supports implementation of School Education Plans.
 - 3.2 Supports implementation of the school review process.
4. Student Wellness
 - 4.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
5. Fiscal Responsibility
 - 5.1 Makes recommendations to the Superintendent regarding staff allocations to include in the District budget.
 - 5.2 Develops a department budget within the parameters and constraints of the District budget.
 - 5.3 Ensures the proper fiscal management of department budget allocations.
 - 5.4 Operates in a fiscally prudent and responsible manner.
6. Policy/Administrative Procedures
 - 6.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
 - 6.2 Provides leadership in the planning, development, implementation and evaluation of administrative procedures within areas of responsibility.
 - 6.3 Ensures the application of Board policy and District administrative procedures as required in the performance of duties.
7. Organizational Management
 - 7.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines, and

adherence to Superintendent directives.

7.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies, and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.

8. Communications and Community Relations

8.1 Takes appropriate actions to ensure open, transparent internal communications (and external when required) are developed and maintained in areas of responsibility.

8.2 Ensures staff, students, and parents have a high level of satisfaction with the services provided and the responsiveness of the department.

8.3 Investigates, and facilitates resolution of, concerns and conflicts.

9. Superintendent Relations

9.1 Establishes and maintains positive, professional working relations with the Superintendent.

9.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.

9.3 Provides information which the Superintendent requires to perform his/her role in an exemplary fashion.

10. Leadership Practices

10.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.

10.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 453.2

AP 453.2 – ROLE OF DIRECTOR OF OPERATIONS

Background

Guided by the District's vision, mission and values, and our goals, the Director of Operations will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Director of Operations is directly responsible and accountable to the Secretary-Treasurer.

The Director of Operations will have specific responsibilities for:

1. Student Wellness
 - 1.1 Provides support to ensure that the physical environment for students is safe and conducive to student learning.
 - 1.2 Provides support to ensure the safe transport of students to and from school and on field trips, on transportation provided by the District.
 - 1.3 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe riding environment.
2. Fiscal Responsibility
 - 2.1 Develops Operations budget within the parameters and constraints of the District budget.
 - 2.2 Ensures the proper fiscal management of budget allocations.
 - 2.3 Ensures proper tendering processes are in place for purchases of materials and supplies for Operations.
 - 2.4 Prepares tender purchase recommendations for the Superintendent.
 - 2.5 Approves all operational expenditures from the Operations budget.
 - 2.6 Ensures proper record-keeping systems are in place in all areas of responsibility.
 - 2.7 Operates in a fiscally prudent and responsible manner.
3. Transportation Services and Facility Services Leadership
 - 3.1 Provides leadership on all matters related to Transportation Services and Facility Services directions.
 - 3.2 Supports the professional development and certification requirements of Transportation Services and Facilities Services staff.

- 3.3 Ensures transportation support services and facilities services are provided for all District sites.
 - 3.4 Develops proposed District Capital and IMR Plans.
 - 3.5 Ensures the management and maintenance of District-owned vehicles.
 - 3.6 Ensures that transportation services and ongoing maintenance of facilities take place in a cost-effective and timely manner.
 - 3.7 Ensures effective management of shop operations.
 - 3.8 Ensures District compliance with the requirements of Occupational Health and Safety legislation.
 - 3.9 Approves the Occupational Health and Safety program for the District.
 - 3.10 Develops and maintains positive and effective relations with Ministry Officials.
 - 3.11 Liaises with principals and department supervisors on cleaning contracts and contract evaluations.
 - 3.12 Liaises with principals on transportation, facilities and safety issues as they relate to educational program delivery.
 - 3.13 Liaises with department managers on operational matters.
 - 3.14 Liaises with parents' advisory councils, joint use and special interest groups on operational matters.
 - 3.15 Liaises with architects, engineers and other consultants on building projects.
4. Policy/Administrative Procedures
 - 4.1 Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
 - 4.2 Ensures the application of Board policies and administrative procedures as required in the performance of duties.
5. Organizational Management
 - 5.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to all Superintendent directives.
 - 5.2 Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
6. Communications and Community Relations
 - 6.1 Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
 - 6.2 Ensures students, staff and parents have a high level of satisfaction with the services provided and with effective management in Transportation Services and Facility Services.

7. Superintendent Relations

- 7.1 Establishes and maintains positive, professional working relations with the Superintendent.
- 7.2 Respects and honours the Superintendent's role and responsibilities and facilitates the implementation of that role.
- 7.3 Provides information which the Superintendent requires to perform his role in an exemplary fashion.
- 7.4 Handles additional duties when assigned by the Superintendent.

8. Leadership Practices

- 8.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.
- 8.2 Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 454

AP 454 – ROLE OF THE DIRECTOR OF ABORIGINAL EDUCATION AND LEARNER ENGAGEMENT

Background

Guided by the District's vision, mission, values, and our goals, the Director of Aboriginal Education and Learner Engagement will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

The Director of Aboriginal Education and Learner Engagement is directly responsible and accountable to the Superintendent.

Procedures

The Director of Aboriginal Education and Learner Engagement will have specific responsibilities for:

1. Student Learning
 - 1.1. Ensures students in the District within areas of responsibility have the opportunity to meet the standards of education set by the Minister.
 - 1.2. Ensures accountability for achievement of approved learning outcomes within areas of responsibility in all schools.
 - 1.3. Provides leadership in fostering conditions which promote the improvement of educational opportunities for all students in schools and programs within areas of responsibility.
 - 1.4. Ensures appropriate programming is in place for First Nations Métis and Inuit students.
2. Student Wellness
 - 2.1. Ensures that each student is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.
 - 2.2. Ensures that a coordinated service delivery model is in place to support student access to programs and services.
 - 2.3. Develops and maintains positive and effective relations with provincial government departments and regional/community agencies which provide services/supports to students.
3. Human Resource Management
 - 3.1. Collaborates with the Superintendent in the supervision and evaluation of school-based administrative staff, as requested.

4. Fiscal Responsibility

- 4.1. Develops a departmental budget within the parameters and constraints of the District budget.
 - 4.2. Ensures the proper fiscal management of budget allocations.
 - 4.3. Operates in a fiscally prudent and responsible manner.
5. Policy/Administrative Procedures
- 5.1. Assists the Superintendent in the planning, development, implementation and evaluation of Board policy within areas of responsibility.
 - 5.2. Provides leadership in the planning, development, implementation and evaluation of Administrative Procedures within areas of responsibility.
 - 5.3. Ensures application of Board policy and administrative procedures as required in the performance of duties.
6. Organizational Management
- 6.1. Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal, Ministerial and Board mandates and timelines and adherence to Superintendent directives.
 - 6.2. Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
7. Communications and Community Relations
- 7.1. Takes appropriate actions to ensure open, transparent internal and external communications are developed and maintained in areas of responsibility.
 - 7.2. Ensures staff, students, and parents have a high level of satisfaction with the services provided and the responsiveness of the department.
8. Superintendent Relations
- 8.1. Establishes and maintains positive, professional working relations with the Superintendent.
 - 8.2. Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.
 - 8.3. Provides information which the Superintendent requires to perform her role in an exemplary fashion.
 - 8.4. Serves on such committees as determined by the Superintendent.
9. Leadership Practices
- 9.1. Practices leadership in a manner that is viewed positively and has the support of those with whom he works in carrying out the Superintendent's expectations.
 - 9.2. Exhibits a high level of personal, professional and organizational integrity.

Reference: Sections 22, 65, 85 School Act
Adopted: September 1, 2018

AP 455 – ROLE OF THE COMMUNICATIONS MANAGER

Background

Guided by the District's vision, mission and values, and our goals, the Communications Manager will assist the Superintendent in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the School Act and Board policy.

Procedures

The Communications Manager is directly responsible and accountable to the Superintendent.

The Communications Manager will have specific responsibilities for:

1. Communications
 - 1.1. Liaises with the Superintendent and senior leadership to ensure positive District internal and external communications are developed and maintained.
 - 1.2. Develops and maintains a media relations plan that includes preparation and evaluation of media releases, and the development of effective media relationships.
 - 1.3. Develops, maintains and implements, as required, a crisis communications plan.
 - 1.4. Manages the District's website and social media to ensure both are current and relevant regarding Division and school events and activities.
 - 1.5. Evaluates school websites to ensure effective and relevant communication with stakeholders.
 - 1.6. Initiates and organizes communications training opportunities for the Board, staff and parents' advisory councils.
 - 1.7. Contributes to an organizational environment where positive communications about the District and its schools are a shared responsibility.
2. Community Engagement
 - 2.1. Supports the District's community engagement initiatives with particular attention to online engagement.
 - 2.2. Supports the maintenance of positive and effective relations with stakeholders.
 - 2.3. Participates actively in community affairs in order to enhance and support the District's mission.
 - 2.4. Develops and maintains positive and effective relations with provincial and regional government departments and agencies, when appropriate.

3. Promotions/Marketing
 - 3.1. Co-ordinates advertising and promotion of District and school programs and events.
 - 3.2. Develops and evaluates promotional materials including advertising, media advisories, reports, plans and other documents.
 - 3.3. Organizes and implements marketing campaigns aligned with District priorities.
4. Policy/Administrative Procedures
 - 4.1. Assists the Superintendent in the planning, development, implementation and evaluation of Board policies and administrative procedures within areas of responsibility.
 - 4.2. Ensures the application of Board policies and administrative procedures as required in the performance of duties.
5. Organizational Management
 - 5.1. Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Superintendent directives.
 - 5.2. Contributes to a District culture which facilitates positive results, effectively handles emergencies and deals with crisis situations in a team-oriented, collaborative and cohesive fashion.
6. Superintendent Relations
 - 6.1. Establishes and maintains positive, professional working relations with the Superintendent.
 - 6.2. Respects and honours the Superintendent's role and responsibilities, and facilitates the implementation of that role.
 - 6.3. Provides information which the Superintendent requires to perform his role in an exemplary fashion.
 - 6.4. Provides backup support as needed to the Executive Assistant.
7. Professional Practices
 - 7.1. Demonstrates superior interpersonal, communications and presentation skills.
 - 7.2. Models excellent time management skills and an ability to work independently with minimal supervision.
 - 7.3. Demonstrates an ability to work in a team oriented, collaborative environment.
 - 7.4. Deals effectively with a broad range of stakeholders.
 - 7.5. Maintains a professional attitude and appearance.
 - 7.6. Exhibits a high level of personal, professional and organizational integrity.
 - 7.7. Demonstrates initiative, creativity and innovation.
 - 7.8. Demonstrates an understanding of and provides support for Board governance structures and District priorities.

- 7.9. Commits to life-long learning and participates in meaningful professional development.
- 7.10. Maintains membership in appropriate professional associations for the benefit of the District 's communications needs.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

AP 459 - ACCOUNTABILITY REPORTING

Background

The Superintendent Evaluation Process, Criteria and Timelines document as detailed in [Appendix A](#) of [Board Policy 12](#) requires that the Superintendent provide the Board with evidence that the roles delegated to the Superintendent have been completed in an appropriate manner and have achieved the desired results. Accountability reporting is one means employed to provide such evidence. Other means include reports from external sources such as an external auditor and direct Board observations. The [Board Annual Work Plan in Policy 2 Appendix A](#) indicates when each required accountability report will be presented to the Board for review and assessment.

Procedures

1. The Superintendent will assign responsibility for each accountability report. The administrator assigned such responsibility shall be responsible for analyzing objective and subjective data and trends, researching current realities and options, taking appropriate actions to achieve desired results and reporting results.
2. A draft report must first be submitted to the Superintendent for review. The report will then be submitted for inclusion on the Board agenda as noted in the Board Annual Work Plan for Board assessment. Since accountability reporting is a significant component of the Superintendent's evaluation evidence, it is the responsibility of the administrator assigned to each accountability report to ensure timelines are met and sufficient opportunity for Superintendent review and redirection is provided.
3. Where deficiencies are identified by the Board, the administrator shall remediate them in a timely fashion to the satisfaction of the Superintendent.
4. The format for accountability reports shall be as follows:
 - 4.1 Identification of source documents which have created the required accountability. This usually will reference a policy or policies from the Board Policy Handbook.
 - 4.2 A description of how the required accountability has been met. This will typically include quantifiable data which allows comparisons to District results over time and to external standards where appropriate.
 - 4.3 Identification of administrative issues and challenges which are related to the area of accountability and actions being taken or required.
 - 4.4 Identification of any governance issues related to the area of accountability. These clearly are areas which are the responsibility of the Board as defined in the current Board Policy Handbook, legislation, collective agreement or contract.

5. Accountability reporting will form part of the evaluation criteria for individuals assigned such responsibility.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 470

AP 470 - JOB DESCRIPTIONS

Background

The Superintendent will make provision for job descriptions for employees in the District.

Procedures

1. The duties of employees other than the senior administration will be drafted in cooperation with the appropriate members of the senior administration and will be incorporated in the Job Description Appendix to this Administrative Procedure.
2. The Superintendent will review the duties of employees from time to time.
3. All employees are ultimately responsible to the Superintendent.
4. Position descriptions shall be aligned with and find relevance in the Role of the Board and the Role of the Superintendent.

Reference: Sections 22, 65, 85 School Act

Adopted: September 1, 2018

AP 480 - STRIKE OR LOCKOUT

Background

The District recognizes that in the vast majority of collective bargaining relationships the parties achieve reasonable, acceptable settlements without strikes or lockouts. However, experience shows that with both non-teaching and teaching employees, strikes do occur. Consequently, the District must have a contingency plan for dealing with employee strikes.

In the event of a strike or lockout, it is imperative that a strike work plan be designed immediately under the direction of the Superintendent. This plan will detail responsibilities and duties of all excluded staff and administrative personnel.

Procedures

1. A Committee will be chaired by the Superintendent and will include principals and vice-principals in its membership to develop a strike work plan.
2. Plans will not include expectations that any employee undertake duties that would be hazardous to that employee.

Legal Reference: Sections 22, 65, 85 School Act
Employment Standards Act
Collective Agreements
Industrial Relations Act

Adopted: September 1, 2018

AP 485 - WORKER CONTRACT STATUS DETERMINATION

Background

The purpose of this Administrative Procedure is to assist departments and schools in determining the relationship between a worker and the District, in accordance with the Canada Revenue Agency guidelines, the Employment Insurance Act, Income Tax Act and the Canada Pension Plan.

The District has a legal obligation to determine the status of workers and to ensure that appropriate contractual or employment terms and actions are consequently applied when hiring contractors or employees because the rights and obligations of workers depend on the nature of the working relationship between the worker and the District.

Definitions

Accountable Individual means the person responsible for hiring or retaining a worker and establishing a contract or determining the worker's relationship to the District.

Employee means an employee of the Board of Education of School District No. 79 (Cowichan Valley) hired to perform service for the District.

Four-fold Test determines who in the relationship has Control, Ownership of Tools, Chance of Profit, and Risk of Loss.

Independent Contractor means a person (individual or other entity) retained by the Board, either directly or through a corporation to perform services for the District.

Worker means either an employee or Independent Contractor.

Procedures

1. Revenue Canada has issued the document RC4110 – Employee or Self-Employed which provides guidance in determining a worker's employment status.
2. An individual is considered an employee by the level of:
 - 2.1 Control: the nature and degree of control exercised by the District on how, when, and/or where the work is done. The "control test" determines whether the organization is in a position to order not only what is to be done, but also how it is to be done. Where such control exists, the courts have generally regarded the relationship as that of an employer and employee. The more control the organization has, the more likely the worker is an employee. Four factors are used in the control test:
 - 2.1.1 Selection – who has the power to select the worker?

- 2.1.2 Dismissal – who has the right to suspend or dismiss the worker?
 - 2.1.3 Method of work – who controls the method in which the job is carried out?
 - 2.1.4 Remuneration – who sets the payment scale for wages or other remuneration to the worker?
 - 2.2 Ownership of Tools: the tools necessary to perform work are typically provided to an employee. An independent contractor will usually supply their own tools. Tools may include cell phones, computers, and trade specific tools such as those for carpenters or electricians.
 - 2.3 Opportunity for Profit: if the opportunity for profit does not change in relationship to the work performed by the worker, it indicates an employee relationship,
 - 2.4 Risk of Loss: if the worker bears no risk of loss and will be paid regardless of the work they complete in a certain period of time, this is likely an employee relationship. If the individual assumes a high degree of financial risk and will not receive payment unless certain work is completed, the more likely the worker is an independent contractor.
3. Consequences
- 3.1 Workers who are employees have Canada Pension Plan contributions, Employment Insurance (EI) premiums, and income tax deducted from the worker’s pay. The District is required to remit these deductions, together with the employer’s share of CPP contributions and EI premiums to Canada Revenue Agency. These deductions and remittances are not made for Independent Contractors.
 - 3.2 If a worker is incorrectly identified as an independent contractor, then the District would be responsible for paying both the employee’s share and employer’s share of CPP contributions, EI premiums, plus interest and penalties under the Income Tax Act and/or the entitlement the worker would have otherwise received under respective terms and conditions as an employee.
 - 3.3 Where a worker is to be hired or retained, the Supervisor shall, in consultation with the Superintendent, determine whether the worker is an employee or an independent contractor. Once the relationship is determined, employees will be hired in accordance with Human Resources processes and procedures; independent contractors will be contracted in accordance with purchasing and contract services.

Reference: Section 20, 22, 23, 65, 85 School Act
Canada Pension Plan
Employment Insurance Act
Income Tax Act
Revenue Canada RC4110

Adopted: September 1, 2018

AP 490 - VOLUNTEERS IN DISTRICT SCHOOLS

Background

Volunteers can be of valuable assistance to school staff in support of school activities. Involvement of volunteers is, therefore, encouraged in activities for which the volunteer is qualified, and which do not interfere with or replace employees performing their regular duties.

Procedures

1. Teachers wishing to have volunteers in their classroom shall notify the Principal.
2. Before they can begin to work in a school, volunteers shall annually be required to complete a registration form ([Form 490-1](#)) and, if required, provide a Criminal Records Search by the RCMP into their background.
3. Volunteer drivers shall provide a copy of their driver's license, vehicle insurance, and driver's abstract (Available at the B.C. Access Centre).
4. Volunteers shall be subject to the authority of the Principal and the staff member with whom they are working. The degree of supervision, direct or indirect, to be provided by the staff member shall be determined by the staff member and the volunteer, subject to the approval of the Principal.
5. Volunteers may be asked to discontinue their service if their help is no longer needed, if they prove to be counter-productive, or if they fail to keep their commitment.
6. Parents, volunteers, teachers, other staff members and students are to fully understand the function of volunteers in the school. Volunteers shall not, in whole or in part, perform work that falls within the scope of a bargaining unit.
7. Principals using volunteers shall provide appropriate orientation training as required, and ongoing supervision.
 - 7.1 The staff of the school shall define in general terms and the supervising staff member in specific terms those tasks to be assigned to volunteers.
8. If volunteers deal with children they shall follow protocols developed by teachers.

Reference: Section 7.1, 17, 20, 22, 26.1, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

Adopted: November 9, 2011
Amended: September 1, 2018

AP 500 - ANNUAL OPERATING BUDGET

Background

The District recognizes its responsibility to the citizens of this community for the effective use of public funds in providing the best possible education to its children. Responsible financial planning decisions and the carrying out of the agreed educational goals are the predominant themes of the District's budget procedures.

The Secretary-Treasurer will create a draft budget, based on objectives set by the Board, for presentation to the Board by the Superintendent each year.

Procedures

1. Annual Budget

- 1.1 The enrolment estimate for the next school year will be submitted in February upon request of the Ministry of Education and Child Care.
 - 1.1.1 Staff shall prepare revenue estimates.
 - 1.1.2 Staff shall prepare recommendations for expenditures in functions 1 – 7.
 - 1.1.3 Following the receipt of the Ministry of Education and Child Care Funding Announcement (March 15) the Secretary-Treasurer, in consultation with the Superintendent, shall prepare draft Annual Budget estimates and the Superintendent shall submit it to the Board Education and Business Committee at the March meeting.
 - 1.1.4 Detailed breakdowns of all budgeted items shall be prepared.
 - 1.1.5 Staff shall consider the Board of Education's Strategic Priorities in Annual Budget recommendations.
 - 1.1.6 By April 30, Staff will provide the Board with an estimate of the number of positions included in the Annual Budget to allow the staffing process to begin as per the Teachers' Collective Agreement.
 - 1.1.7 Staff will assist the Board of Education in all areas of public consultation on the Annual Budget including meeting with the Partner Groups, the public, and the Advisory Committee.
 - 1.1.8 A balanced Annual Budget will be recommended to a Board Education and Business Committee Meeting prior to June 30.

2. Amended Annual Budget

- 2.1 The Secretary-Treasurer will review the Annual Budget each year following the finalization of the September 30 enrollment along with the forecast of revenues and expenditures for the school year and will amend if necessary. The Superintendent will recommend for the Board's approval the Amended Annual Budget. This will occur no later than the date prescribed by the Ministry (February 28 each year).

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act

Adopted: April 8, 1998

Amended: September 1, 2018

Administrative Procedure 501

AP 501 - MANAGEMENT OF SCHOOL BUDGETS

Background

The primary focus of the District's budgeting process is to ensure that adequate human and material resources are provided to support student learning at the school level. Resources are allocated to schools on an equitable basis according to sound education principles. In general, today's dollars are to be spent on today's students.

Procedures

1. Targeted school operating supply budget surpluses (rollover funds) are allowed at year-end; 10% may be carried over to the following fiscal year.
 - 1.1 Unspent learning resources allocations may roll over to the following fiscal year.
2. Special purpose funds that are permitted to be carried over will be carried over in a manner that distinguishes them from the funds in section 1.
3. Principals are prohibited from incurring operating budget deficits.
4. Exemptions from this Administrative Procedure may be granted in exceptional circumstances. Requests for exemptions are to be forwarded in writing to the Superintendent for approval.
 - 4.1 A copy of the approved request will be forwarded by the Superintendent to the Secretary-Treasurer.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act

Adopted: September 1, 2018

**AP 501 - APPENDIX A - ASSESSMENT OF REQUESTS FOR
ADDITIONAL TEACHER STAFFING**

Background

When a request for additional staffing is received, from whatever source, the following procedures will be followed at the direction of the Superintendent.

Procedures

1. The Assistant Superintendent, the Manager of Human Resources and the Principal will jointly evaluate the request.
2. Following this evaluation, a recommendation will be made to the Superintendent to:
 - 2.1 Accept the request
 - 2.2 Reject the request
 - 2.3 Evaluate the request further.
3. When further evaluation is recommended, this evaluation will include the District personnel appropriate to the request.
 - 3.1 All recommendations made to the Superintendent must be supported by statements based on the best professional judgement of those providing the evaluation.
 - 3.2 Factors considered in making a recommendation may include past practice, history, demography, the facility, District and school student-teacher ratio, budget, instructional delivery and diverse needs.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act

Adopted: December 16, 1998

Amended: September 1, 2018

**AP 501 - APPENDIX B - ASSESSMENT OF REQUESTS FOR
ADDITIONAL SUPPORT STAFFING**

Background

When a request for additional staffing is received, from whatever source, the following procedures will be followed at the direction of the Superintendent.

Procedures

4. The Assistant Superintendent and/or Secretary-Treasurer, the Human Resources Officer, the Principal of the school or the appropriate Supervisor will jointly evaluate the request.
5. Following this evaluation, a recommendation will be made to the Superintendent to:
 - 5.1 Accept the request
 - 5.2 Reject the request
 - 5.3 Evaluate the request further.
6. When further evaluation is recommended, this evaluation will include the District personnel appropriate to the request.
 - 6.1 All recommendations made to the Superintendent must be supported by statements based on the best professional judgement of those providing the evaluation.
 - 6.2 Factors considered in making a recommendation may include, but will not be restricted to, past practice, history, demography, the facility, District and school student-teacher ratio, budget, curriculum delivery and special needs.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act

Adopted: December 16, 1998

Amended: September 1, 2018

Administrative Procedure 505

AP 505 - STUDENT FEES

Background

Section 82 of the School Act states the District must provide free of charge to school-age students resident in the District and enrolled in an educational program at one of its schools, the following:

- Instruction in an educational program sufficient to meet general graduation requirements, including instruction after graduation for students still of school age; and,
- Educational resource materials necessary for participation in the educational program, unless those programs are exempted by Ministerial Order 236/07.

The District may charge fees for goods and services in accordance with Ministerial Order 236/07 and Section 82 of the School Act. The District may also require refundable or partly refundable deposits for educational resource materials in accordance with Section 82 of the School Act.

The District believes in the provision of a broad general education containing options for student needs and interests combined with a common core of learning. While the District will provide an education program free of charge to ordinarily resident school-age students, it may also charge fees and deposits for some goods and services as reasonable and consistent with legislated requirements.

Procedures

1. The Board will not charge any course fees. Educational resource materials necessary for participation in the educational program which is required for graduation shall be provided free of charge.
2. Student fee schedules must be approved by the Superintendent by May 31 for implementation the following September. The Board has retained the right to set fees for Academies and International Students.
3. Principals are authorized to use school funds to cover fees for students who would otherwise be excluded due to financial hardship.
4. Student fees may be charged for:
 - 4.1 Deposits for educational resource materials, such as textbooks, reusable workbooks, novels and other resource materials. The District will refund all or part of the deposit to the student upon return of the educational resource materials. Students will be advised of the terms of the deposit at the time that the deposit is required.
 - 4.2 Goods intended for the student to take home for personal use;

- 4.3 Goods such as writing tools, calculators, student planners, exercise books, or other supplies and equipment for a student's personal use;
- 4.4 Supplies and equipment which are parents'/students' responsibility;
- 4.5 Rental fees for musical instruments;
- 4.6 Optional activities which enhance and support the learning outcomes of courses in physical education, such as rock climbing, hockey and golf;
- 4.7 Upgraded materials in elective courses such as woodworking, home economics or art. Students may choose to upgrade materials and either bring them from home or be charged a fee;
- 4.8 Student activity fees such as student agendas, student leadership activities, clubs, cultural performances and special events and student activities organized by the school;
- 4.9 Optional activities or services such as yearbooks, athletics, extra-curricular activities and travel, optional field trips and graduation activities (cap and gown, dinner and dance), on a cost-recovery basis; and
- 4.10 Certain school courses and programs that offer the opportunity for students to acquire certification in areas such as First Aid, CPR, Food Safe and Super Host. These certifications are not curriculum requirements and student participation is optional. Students will be charged a fee to cover the cost of the certification if they choose to obtain it.

5. Specialty Academies

- 5.1 A specialty academy is defined as an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in this Administrative Procedure.
- 5.2 Schools offering a specialty academy must consult with their school Parent Advisory Council. There must be sufficient demand for the specialty academy.
- 5.3 Schools offering a specialty academy must make sufficient instruction available for students enrolled in the academy to meet the general requirements for graduation.
- 5.4 Students enrolled in a specialty academy may be charged fees related to the direct costs incurred in providing the specialty academy.
- 5.5 On or before May 31, a school offering a specialty academy must:
 - 5.5.1 Establish a schedule of fees and make the schedule of fees available to the public.
 - 5.5.2 Consult with the Parent Advisory Council and obtain their approval for the specialty academy schedule of fees.
 - 5.5.3 Seek approval from the Board of Education for the specialty academy schedule of fees.

6. Trade Programs

- 6.1 A trades program is defined as an educational program that is designed to certify a student for a particular occupation and includes an apprenticeship for students registered with the Industry Training Authority Act.
- 6.2 Students participating in a trades program may be charged fees for the purchase or rental of necessary tools, equipment and materials or the student will be required to provide his or her own tools, equipment and materials for their participation in the trades program.

7. Field Trips and Extra-Curricular Trips

- 7.1 Schools may not charge fees where participation in a field trip is mandatory and participation is necessary in order for the student to meet the learning outcomes or assessment requirements of a course.
- 7.2 Schools may charge fees for optional field trips that enhance and add value to a student's learning experience but are not essential to the learning outcomes.
- 7.3 Extra-curricular trips or activities are not considered part of the educational program and do not relate to specific learning outcomes, therefore fees, which are limited to expenses, may be charged. Excluding international trips, no student shall be denied an opportunity to participate through an inability to pay.

8. Financial Hardship

- 8.1 Principals are responsible for establishing a procedure to facilitate participation in school activities by students who would otherwise be excluded due to financial hardship. Principals will consult with teachers, students and parents in the development of such a procedure.
- 8.2 The hardship procedure must incorporate the principles of fairness, respect, dignity, confidentiality and sensitivity. Students, parents and staff will be advised on the procedure.
- 8.3 All communications with students and parents regarding fees and deposits must include a statement explaining that fees will not be a barrier to student participation in school activities. No student will be denied educational opportunities offered at the school due to financial hardship.

Reference:
Sections 20, 22, 65, 82, 85 School Act
Ministerial Order 236/07

Adopted: September 1, 2018

Administrative Procedure 506

AP 506 - FINANCIAL HARDSHIP

Background

The District is committed to providing a wide range of educational opportunities for all students and ensuring that financial hardship will not become a barrier to participation in school activities or programs.

Procedures

1. Where financial hardship exists that would prevent student participation in a curricular or co-curricular activity (such as a music program, trades program or optional field trip), fees will be waived.
2. Schedules of fees and deposits will be published annually, prior to the beginning of the school year, and will include reference to the procedures that can be followed by students and their parents who would otherwise be excluded from the course, class or activity because of financial hardship.
3. Principals are required to make parents aware of this administrative procedure.

Reference: Sections, 20, 22, 65, 82, 82.1, 85 School Act
Ministerial Order 236/07

Adopted: March 7, 2017
Amended: September 1, 2018

AP 510 - FINANCIAL ACCOUNTABILITY AND AUDITS

Background

The District believes that its financial affairs must be managed in a manner consistent with the trust placed in the Board by the electorate. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the District's operations.

Procedures

1. The District's financial systems and records are subject to an external audit.
2. District and school accounts and accounting practices will be subject to internal or external audit at the discretion of the Secretary-Treasurer and/or the Superintendent.
 - 2.1 Periodic internal audits of school and department accounts are to be conducted to identify potential procedural non-compliance, weaknesses and areas for further examination. Such audits must specifically assess the effectiveness of administrative procedures in place by performing compliance testing and examining key controls.
 - 2.2 School financial records may be subject to internal audit in the event of a change of school administration, school business manager or school administrative assistant.
 - 2.3 Special financial reviews may be conducted upon request by a Principal.
 - 2.4 All computerized financial records and the following documents shall be on file and current for financial audit purposes, including but not limited to:
 - 2.4.1 Contracts and Agreements;
 - 2.4.2 Fund journal;
 - 2.4.3 Fund account ledgers;
 - 2.4.4 Bank statements;
 - 2.4.5 Cancelled cheques;
 - 2.4.6 Cheque requisitions;
 - 2.4.7 Duplicate deposit slips;
 - 2.4.8 Numbered receipt books or approved substitute documents;
 - 2.4.9 Invoices;
 - 2.4.10 Other related source documents.
3. Accounting procedures will follow recognized accounting principles where these are not inconsistent with the requirements of the Ministry.
4. The Secretary-Treasurer will ensure that adequate control mechanisms are in place to guarantee the integrity of the District's financial transactions and records.

- 4.1 Segregation of incompatible duties, such as purchase and payment, must be maintained in District and school operations wherever possible.
5. Financial records of school funds will be maintained in accordance with the format prescribed by the Secretary-Treasurer.
6. The external auditor's report will be presented to the Board.
7. All banking shall be carried out at a recognized financial institution.
8. District audited financial statements and annual budget reports will be made available on the District website.

Reference: Sections 22, 23, 65, 81, 85, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118, 156, 157,
157.1 School Act
Financial Information Act

Adopted: September 1, 2018

Administrative Procedure 512

AP 512 - CASH MANAGEMENT

Background

The District has a responsibility to keep all funds safe and to produce accounting records which are easily auditable. By its nature, cash is difficult to control and to audit, thus requiring prudent control. Therefore:

- The use of petty cash within the District shall be minimized;
- The use of cash to conduct financial affairs shall be avoided where possible;
- Cash disbursements shall be fully documented and allow for ease of accounting, and authority to conduct cash transactions shall be controlled and limited.

Procedures

1. Petty cash disbursements shall only be used for:
 - 1.1 Small purchases, not exceeding the size of the petty cash float; purchases which cannot be paid through other payment methods and/or where it is impractical or untimely to generate a cheque.
 - 1.1.1 Purchases that are made on a continuing basis at the same source shall be governed by [Administrative Procedure 515 – Purchasing](#).
 - 1.2 Emergent situations which a Principal or Manager deems essential to conduct classes or business.
 - 1.3 Culturally appropriate participation in Indigenous ceremonies.
2. All disbursements must be supported by receipts, invoices or documents indicating the of expense.
3. All reimbursement claims must be submitted on Petty Cash Form ([Form 512-1](#)) and signed by the Principal or Department Manager.
4. In compliance with the Financial Information Act, the following payment requests against budgeted funds shall not be paid from petty cash:
 - 4.1 Individual travel and expenses claims ([Form 513-1](#)), including all field trip related travel.
 - 4.2 Registration and membership fees, paid up front by employees. These are to be claimed on an expense claim ([Form 513-1](#)).
5. The maximum Petty Cash Fund shall be established at:
 - 5.1 Elementary School – two hundred dollars (\$200);
 - 5.2 Secondary – five hundred dollars (\$500);

- 5.3 Other departments – five hundred dollars (\$500).
- 5.4 Special circumstances calling for a cash float shall be approved by the Secretary-Treasurer.
- 6. The established Petty Cash Fund levels are deemed a 'float' with replenishment on an "as required" documented basis.

Reference: Sections 22, 23, 65, 85 School Act
Financial Information Act

Adopted: September 1, 2018

Administrative Procedure 513

AP 513 - TRAVEL EXPENSES - REIMBURSEMENT

Staff are not to be required to absorb related costs incurred by the individual when attendance at a function is requested/directed by the Principal/Supervisor.

The District shall reimburse employees and representatives of the Board for reasonable expenses incurred when traveling and working on District business.

Procedures

1. Accommodation
 - 1.1 Hotel accommodation at provincial government rate or negotiated convention rate, less personal charges (receipts required).
 - 1.1.1 If staying with friend(s) or relative(s), \$25.00 per night may be claimed without a receipt.
 - 1.2 When an employee can receive a preferred flight rate due to Saturday layover, the District will cover the cost of accommodation for one additional night upon approval.
2. Meals
 - 2.1 Per diem rates for meals within Canada shall be adjusted to match the BCSTA Expense Policy.
 - 2.2 The per diem expense ceiling for meals within Canada shall be \$67.00 per day, allowing \$15.00 per breakfast, \$20.00 for lunch, \$32.00 for dinner.
 - 2.3 The per diem expense ceiling for meals outside of Canada shall be \$105.00 per day, allowing \$22.00 per breakfast, \$33.00 for lunch, \$50.00 for dinner.
 - 2.4 Where a meal is provided, the value of that meal is to be deducted from the total per diem meal allowance.
 - 2.5 Exceptions to the per diem allowance will be applied to Trustees and District Leadership Team members with authorization by the Superintendent, Secretary-Treasurer or Board Chair.
 - 2.6 Meals may be claimed as follows:
 - 2.6.1 On day of departure:
 - 2.6.1.1 To claim breakfast - depart from home/work before 7:00 a.m.
 - 2.6.1.2 To claim lunch - depart from home/work before 12:00 noon
 - 2.6.1.3 To claim dinner - depart from home/work before 6:00 p.m.
 - 2.6.2 On day of return:
 - 2.6.2.1 To claim breakfast - arrive at home/work after 7:00 a.m.
 - 2.6.2.2 To claim lunch - arrive at home/work after 12:00 noon

2.6.2.3 To claim dinner - arrive at home/work after 7:00 p.m.

3. Vehicle Expenses
 - 3.1 Kilometrage when using private vehicles shall be adjusted to match the BCSTA mileage allowance.
 - 3.2 When private vehicles are used, compensation will be based on map distance and the currently approved rate and cannot exceed an amount equal to the economy airfare for the trip.
 - 3.3 When private vehicles are used in lieu of air transportation, meals and accommodation en route will be paid for one 24-hour period.
4. Hospitality Expenses
 - 4.1 It may be necessary or beneficial to the District if a member of the Leadership Team were to host a meal for one or more persons external to the School District.
 - 4.2 In this case the meal allowance does not apply, and the Board will cover the cost of reasonable expenses incurred and a gratuity of not more than 20%. Claims for expenses incurred for hosting purposes shall be supported by receipts and clearly state the purpose of the expense, and the names of those hosted.
5. Insurance
 - 5.1 The District provides a business use insurance coverage that will allow employees to drive up to 1,600 km per year on District business.
 - 5.2 If, according to District mileage claim records, the employee exceeds the 1,600 km limit, they will be required to purchase the additional business insurance coverage from their insurance agent; the District will pay the cost difference between "to and from work" and "business" coverage, equivalent to the cost difference for employees who have a maximum safe driving discount.
 - 5.2.1 Employees are required to obtain an authorization from the Secretary-Treasurer prior to purchasing the business coverage if it will be submitted for reimbursement.
6. Other Expenses
 - 6.1 Other expenses, such as taxi, parking, ferries, etc. will be reimbursed on submission of receipts.
7. Purchasing Cards
 - 7.1 Specified employees are issued with purchasing cards to be used for approved business use.
 - 7.2 Charges to these purchasing cards are treated as advances to employees; the advance is relieved when the employee submits an expense claim.
8. Cellular Telephones
 - 8.1 Cellular telephones are issued to specified employees on approval of the Superintendent or Secretary-Treasurer.
 - 8.2 The District must be reimbursed for any additional personal charges.

9. Advances

9.1 Upon application by the individual, an advance against the anticipated travel expenses shall be issued but in no circumstances shall the advance exceed 75% of the budgeted cost of the trip.

10. Claims

10.1 A detailed claim for expenses shall be filed within ten (10) days of the return from the program/event.

11. Approvals

11.1 Travel claims and advances must be approved by the employee with signing authority for the cost centre being charged, except in the case where the employee is the traveler and then the employee's supervisor must make the approval.

11.2 The Superintendent's claims and advances will be approved by the Board Chair.

Reference: Sections 22, 23, 65, 85 School Act
Income Tax Act

Adopted: October 8, 1997

Amended: June 21, 2000; June 18, 2003; August 17, 2005; October 1, 2005; July 1, 2006; March 3, 2008;
September 1, 2018, April 22, 2025

AP 514 - MANAGEMENT OF SCHOOL-BASED GRANT-GENERATED FUNDS

Background

Schools searching to acquire additional funding and resources to provide enhanced educational opportunities for students of the District may engage in initiatives, such as grant writing, for the purpose of generating revenue. Applications for revenue generation through grants require prior notification of the Assistant Superintendent.

The purpose of this Administrative Procedure (AP) is to ensure that all school-based grant-generated revenues are safeguarded and controlled, the reputation of the District is protected, and that record systems are maintained to account for these funds.

Guidelines for grant-generated funds:

The grant process follows a linear lifecycle with four phases:

- Phase 1: Pre-award – Funding opportunity announcement and application review;
- Phase 2: Award – Award decisions and announcements;
- Phase 3: Post-award – Implementation, monitoring and reporting;
- Phase 4: Closeout – Final reporting and reconciliation.

The following principles will govern the grant application process:

- The grant must support the District's educational philosophy and strategic plan;
- Awarded grants shall not dictate the educational program, or program delivery, that is offered to students;
- Awarded grants shall not require students to observe, listen to, or read commercial advertising and must comply with [AP 153 – Advertising, Canvassing, and Commercial Solicitation](#);
- Awarded grants must not involve the District in anything that would appear to be taking an inappropriate stand on a contentious political, moral, or social issue;
- Recognition of the grant donor will only be through expressions of thanks on a school website or in a program or newsletter, or through a time-limited post on a school's social media page. Any recognition or acknowledgment or advertising involving media (whether earned or owned), district-level social media, or other, must be approved by the Assistant Superintendent of Communications. Any proposal for ongoing recognition or advertising must align with [AP 153 – Advertising, Canvassing, and Commercial Solicitation](#) and be approved by the Assistant Superintendent of Communications.

Procedures

Phase 1:

1. Decisions in regard to grants in amounts less than \$500 will be made by principals in accordance with the principles listed above.
2. All proposals for grants in excess of \$500 will be submitted by the school principal to the Assistant Superintendent for review prior to application.
3. Grants must be expended in alignment with the Grantor's criteria and not redirected to other projects or used to reimburse past expenditures.

Phase 2:

1. The principal is responsible for notifying via email the Assistant Superintendent after being awarded a grant.
2. The principal is responsible for submitting grant documents in excess of \$500 to the Finance Department within ten (10) business days to be set up in the District's financial system, which may require creating special account strings to fully track the related activity. Required documents are:
 - 1) Grant Award Letter/Agreement
 - 2) Completed Grant Information/Application Form
 - 3) Appropriate Grant Funds

Phase 3:

1. Accounting of the grant funds must be maintained to enable an auditor to verify that funds have been used for the purpose for which they were collected.
2. All books will be closed off annually for the year ending June 30th unless the District is notified regarding a different end point.
3. A statement of receipts for the grant will be submitted annually to the District prior to June 30th. The school principal must certify this statement.
4. Assets purchased from grants will permanently remain the property of the school district.
5. The school principal is responsible for delivering the grant deliverables under the terms and conditions.
6. The school principal monitors costs and makes sure the costs are allowable and within the grant award.

Record Keeping

1. The school principal must maintain all documents (purchasing, bidding, and communications, etc., with the grantor) even after the grant completion.
2. The school principal shall also forward all documents to the Finance Department. This is primarily for audit purposes.

Reporting

1. The school principal shall submit reports, as required, in a timely manner, depending upon the grantor specified timeline.
2. Copies of the report must be given to the Finance Department at the same time for audit purposes.

Phase 4:

1. The school principal is responsible for following the specified close out procedure provided by the grantor.
2. Final close out reports shall be sent to the Finance Department within ten (10) business days.
3. The school principal maintains complete project file(s) during and after beyond project completion.

Audits

1. The Finance Department facilitates all financial audits and may reach out to the school principal for assistance if warranted.

Adopted: May 2, 2023
Amended: February 25, 2025

Administrative Procedure 515

AP 515 - PURCHASING AND TENDERING

Background

It shall be the practice of the District to purchase the most appropriate services, products, commodities, and equipment for the purposes envisaged, based on the quality and cost of the particular product. The District believes in purchasing competitively and seeking maximum educational value for every dollar expended, consistent with good purchasing practices.

The Secretary-Treasurer or designate has the responsibility for District purchasing and tendering.

Procedures

1. All services, supplies, commodities, or equipment required for the ongoing operations of the District are acquired on the open market with probity and in accordance with competitive public sector purchasing practices.
2. Whenever possible, the tender that provides the best economic value is to be accepted consistent with equal quality and the ability of the bidder to supply the requirements in a reasonable period of time. In exceptional circumstances, the Secretary-Treasurer may authorize acquisition from a sole source. These exceptional circumstances would involve an urgent requirement to:
 - 2.1 Protect and ensure the safety of students and staff;
 - 2.2 Protect the District assets;
 - 2.3 Prevent a serious financial loss to the District.
3. In determining the best economic value, the following factors will be considered:
 - 3.1 Price;
 - 3.2 Quality;
 - 3.3 Ability to meet product specifications;
 - 3.4 Ability to provide service and warranty support (including past performance);
 - 3.5 Availability of replacement parts.
4. In all purchasing transactions, authorized employees of the District will:
 - 4.1 Consider the interest of the District and the improvement of its educational program;
 - 4.2 Consider all responsible bidders equally when determining whether their product meets specifications and the educational needs of the District;

- 4.3 Decline gifts that might in any way influence the purchase of school supplies and equipment;
 - 4.4 Refrain from soliciting funds or materials from vendors, however worthy the purpose;
 - 4.5 Refrain from asking for special discounts or prices on items purchased from District suppliers for personal use.
5. The Secretary-Treasurer is authorized to develop specific educational partnerships that result in the provision of unique products or services to support educational programs, at a reduced cost to the District.
 6. The Secretary-Treasurer is authorized to pursue improved efficiencies and economies through cooperative ventures with other public sector agencies. The success of these joint initiatives will depend, in part, on achieving a level of standardization in supplies and services.
 7. Responsibility for awarding licenses for Child Care Services in schools is that of the Secretary-Treasurer or designate. Said services will be secured through a Request for Proposal process.
 8. The Secretary-Treasurer may delegate to the appropriate personnel the authority to purchase goods and services. The operating units are encouraged wherever possible to cooperatively purchase, that is, to take advantage of quantity discounts.
9. General:
 - 9.1 All items purchased, or donated, in the name of a school or the District will become the property of the District.
 - 9.2 Where practicable, the Secretary-Treasurer or designate, will coordinate “bulk purchases” for various commodities.
 - 9.3 Use of the District’s purchasing procedures to acquire goods and services for personal use will not be permitted without the approval of the Secretary-Treasurer.
 - 9.4 Wherever practicable, equipment and supplies will be standardized to achieve maximum purchasing economy and quality goods. Consideration will be given to future maintenance of equipment and availability of parts and services.
 - 9.5 The purchase of any item or product from any person employed by the District is not permitted without the approval of the Secretary-Treasurer.
 - 9.6 All contracts must be signed by the Secretary-Treasurer, or designate.
10. Purchasing Methods:

The District employs various purchasing tools for the acquisition of goods and services as follows:

 - 10.1 Petty Cash – used at the user level to expedite the acquisition of low-value goods not to exceed \$100.00 (excluding taxes) per single transaction. A Petty Cash fund can be established by contacting the Secretary-Treasurer or designate.

- 10.1.1 Receipts must be attached to a petty cash voucher by the custodian in charge of the petty cash. The petty cash voucher must be signed by the custodian of the petty cash and signed by the custodian's immediate supervisor. The petty cash voucher shall be submitted to the Secretary-Treasurer to be approved by the Secretary-Treasurer or designate prior to reimbursement by Accounts Payable personnel.
- 10.2 School Trust/Bank Account (self-generated funds) – used at the school level to expedite the acquisition of goods and services. The School Trust/Bank Account is the responsibility of the Principal. The Principal may delegate the duties of financial record keeping, receipting and disbursing of funds to an individual of the Principal's choice.
 - 10.2.1 Disbursement of funds to purchase goods and services shall be made with cheques. The cheque must be signed by two (2) authorized signatures.
 - 10.2.2 In some instances, funds disbursed from the School Trust/Bank Account may be reimbursed by the District. Receipts must be attached to a cheque requisition by the custodian in charge of the School Trust/Bank Accounts. The cheque requisition must be signed by the custodian and signed by the custodian's immediate supervisor. The cheque requisition shall be submitted to the Secretary-Treasurer to be approved by the Secretary-Treasurer or designate prior to reimbursement by Accounts Payable personnel.
- 10.3 Purchasing Cards (Procurement Cards) – used for the procurement and payment of goods and services within established purchasing authorization limits, where it is efficient, economical and operationally feasible to do so. With the written approval from an employee's Principal or Supervisor, an employee may make application to the Secretary-Treasurer or designated Purchasing Card Administrator for a Purchasing Card.
 - 10.3.1 The Purchasing Card may only be used by the person named on the front of the card. Single transactions limits are set in consultation between an employee's Principal/Supervisor with the Secretary-Treasurer or the Purchase Card Administrator.
 - 10.3.2 On a monthly basis, the Assistant Secretary-Treasurer will forward a Monthly Purchasing Card Statement on the 28th of each month to each cardholder. The cardholder must attach the receipts to the Monthly Purchasing Card Statement and ensure the GST amount and General Ledger Account attached to the transaction is correct. The Monthly Purchasing Card Statement must be signed by the cardholder's immediate supervisor.
 - 10.3.3 The Monthly Purchasing Card Statement must be returned to the Assistant Secretary-Treasurer within 5 working days of receipt of the Purchasing Card Statement on the 28th of each month to be approved by the Secretary-Treasurer or designate.
 - 10.3.4 Purchasing cards shall not be used for transactions with 3rd party billing services such as PayPal.

- 10.4 Cheque Requisitions – ([Form 515-1](#)) used to request payment for goods and/or service where an invoice has been received and a purchase order was not issued (i.e. subscriptions, dues, or fees, etc.). Cheque Requisitions are not to be used to circumvent the Purchase Requisition/Purchase Order process.
- 10.4.1 Receipts, invoice or order form must be attached to the Cheque Requisition by the employee. The Cheque Requisition must be signed by the employee and signed by the employee's immediate supervisor. The Cheque Requisition must be submitted to the Secretary-Treasurer to be approved by the Secretary-Treasurer or designate prior to reimbursement by Accounts Payable personnel.
- 10.5 Purchase Requisition/Purchase Order – used for the purchase of goods and services. All purchase orders must be signed by the appropriate personnel (Principal/Supervisor) responsible for an operating unit, and by the Secretary-Treasurer or designate. In no case will a purchase order be honoured without the signature of the Secretary-Treasurer or designate.
- 10.5.1 The approved Purchase Order will be mailed or faxed to the vendor to enact to supply the goods or service as stated in the Purchase Order. Upon completion of the order, the vendor will send an invoice to the Secretary-Treasurer for payment.
- 10.5.2 If the invoice received from the vendor is the same amount, or within 10% or \$100 of the Purchase Order, the Secretary-Treasurer or designate will process payment to the vendor without additional approval.
- 10.5.3 If the invoice received from the vendor is greater than 10% or \$100 of the Purchase Order, additional approval from the requisitioner's Principal/Supervisor must be received prior to processing the payment to the vendor.
- 10.6 Standing Purchase Order – used to make purchases from a sole source vendor over a period of time (usually the school fiscal year) for supplies or services (i.e. building supplies, food distributor, office supplies, etc.). All Standing Purchase Orders must be signed by the appropriate personnel (Principal/Supervisor) responsible for an operating unit, and by the Secretary-Treasurer or designate. In no case will a Standing Purchase Order be honoured without the signature of the Secretary-Treasurer or designate.
- 10.6.1 The approved Standing Purchase Order will be mailed or faxed to the vendor. An employee may purchase goods or services from the vendor quoting the Standing Purchase Order. Upon completion of the requested order, the vendor will send an invoice to the Secretary-Treasurer for payment. The invoice received from the vendor by the Secretary-Treasurer will be forwarded to the requisitioner's Principal/Supervisor for approval prior to processing the payment to the vendor.
- 10.7 District Contract – for goods or services to be supplied over a period of time at a fixed or negotiated price (i.e. equipment leases, garbage disposal, etc.). An encumbered

amount with start and end dates will be established for the District Contract. All District Purchase Orders must be negotiated by the Secretary-Treasurer or designate.

10.7.1 The approved District Contract will be sent to the vendor for the vendor to enact on the requirements stated in the District Contract. Based on the terms of the District Contract, the vendor shall forward an invoice to the Secretary-Treasurer for payment.

10.7.2 If there are no deviations between the invoice and the District Contract, payment to the vendor will be processed without additional approval. If there is a deviation between the invoice and the District Contract, additional approval from the Secretary-Treasurer or designate must be received prior to the processing of payment.

11. Purchasing Procedures

11.1 The Secretary-Treasurer may assign to a designate the authority to sign purchase orders in accordance with the procedure outlined in this Administrative Procedure.

11.2 The Secretary-Treasurer shall assign to individual employees the authority to initiate expenditures from accounts specifically assigned to them. When the total purchase cost of a single unit or group of units, or a service, is estimated to be:

11.2.1 Up to \$1,000 (pre-tax amount), the purchase shall be made by comparative selections unless made from a previous supplier. Where convenient, "petty cash" can be used to complete purchases of items up to \$100. Purchases will be authorized by the Secretary-Treasurer or designate.

11.2.2 From \$1,000 to \$10,000 (pre-tax amount), the purchase shall be made by selecting the lowest bid from unlimited public tenders, invited quotations or it shall be made by negotiation with a designated supplier.

11.2.3 From \$10,000 to \$75,000 (pre-tax amount), written quotations will be requested from known, reputable suppliers of particular goods and/or services. Purchases are to be completed by the end user by using a "Purchase Order". These purchases must be approved by the Secretary-Treasurer prior to initiating the order with the vendor (note: processing of utility invoices, including telephone, hydro and natural gas, does not require prior approval for processing of payment to the supplier).

11.2.4 Greater than \$75,000 (pre-tax amount), a "Tender" or "Request for Proposal" will be written by the Secretary-Treasurer or designate and will be sent to competing suppliers. The "Tender" or "Request for Proposal" must be approved by the Secretary-Treasurer prior to initiating the order with the successful vendor. The Secretary-Treasurer will notify the Superintendent of the result of the "Tender" or "Request for Proposal".

12. Tendering or Request for Proposals for Equipment and Supplies:

12.1 All orders in excess of \$75,000 (pre-tax amount) shall be tendered.

12.2 All responsible bidders will be given equal consideration and assurance of unbiased judgments in determining whether their product or service meets specifications and the needs of the District.

- 12.3 Invitations to tender shall be mailed, couriered, or otherwise delivered to all suppliers from whom tenders have been received in previous circumstances, or to any other supplier.
 - 12.4 The Secretary-Treasurer will ensure that competition is maximized and that local vendors are given every reasonable opportunity to bid on District contracts.
 - 12.5 All tenders or sealed bids will be opened in public in the presence of and signed by two staff members, one of whom must be the Secretary-Treasurer or designate, or the Director of Operations, recording the time and date opened.
 - 12.6 On occasion, only one bid may be submitted by tender closing time. The bid will not be opened unless the bidder agrees in writing, that they accept their bid may be rejected and that the tender may be re-tendered without any changes in the tender documents.
 - 12.7 Information pertaining to the proposals will not be released until after the review process has been completed and the successful vendor has been identified.
 - 12.8 Tenders will be awarded to the lowest bid or quoted price, consistent with the required quality and service. The District reserves the right to accept or reject the whole or part of any tenders. The "Tender" must be approved by the Secretary-Treasurer prior to initiating the order with the successful vendor. The Secretary-Treasurer will notify the Superintendent the results of the "Tender".
 - 12.8.1 The Secretary-Treasurer or designate will inform the successful vendor of the awarding of the tender. After the successful vendor has accepted the tender, then the unsuccessful vendors will be informed of the awarding of the tender to a competitive vendor.
 - 12.9 The Secretary-Treasurer will be consulted prior to awarding a tender to other than the low bidder.
13. Requests for Proposals for Childcare Services
- 13.1 The Secretary-Treasurer or designate will release a Request for Proposal (RFP) when space is available for Licensed Child Care Services in a school.
 - 13.2 The RFP will have a response time of a minimum of 2 (two) weeks.
 - 13.3 Only Child Care providers with a minimum of three years' experience providing licensed childcare services will be considered in the RFP process.
 - 13.4 The RFP will provide detailed information on the space available, the cost and license requirements, in addition to requesting detailed information on the proponent organization, how they align with the District's Early Learning Vision (if applicable) and meet school requirements.
 - 13.5 The District will hold an information session to familiarize proponents with the RFP process and the requirements of the RFP.
 - 13.6 Proponent applications will be reviewed by a panel. The Panel will include the Secretary-Treasurer or designate, and other District staff as deemed appropriate by the Superintendent. The panel may choose to include other representatives outside of the District if deemed appropriate.
 - 13.7 The Board will be advised of the successful proponent.

13.8 The successful proponent will be required to provide proof that Child Care Licensing requirements have been met before being granted a License of Occupation or Lease Agreement

14. Supplies and Vendors and Service Providers:

In awarding contracts or licenses, the following will be considered and/or required:

- 14.1 Current Business licenses and Canada Custom & Revenue Agency Business Number;
- 14.2 Non-profit Status Number for Child Care Service Providers or any other service provider awarded space through the RFP process;
- 14.3 Minimum of \$2,000,000 (two million dollars) liability insurance;
- 14.4 Workers' Compensation Board coverage (where applicable);
- 14.5 Ability to provide a quality, accessible, and affordable service (in the case of Child Care Services in District facilities);
- 14.6 Reputation, experience and qualifications;
- 14.7 Ability to deliver or perform within the time specified;
- 14.8 Ability to provide after sales' maintenance and service;
- 14.9 Past experience on previous orders.

Reference: Sections 22, 23, 65, 85 School Act
Financial Information Act

Adopted: October 8, 1997

Amended: September 21, 2005; March 3, 2015; September 1, 2018

Administrative Procedure 516

AP 516 - PROMOTION OF STUDENTS IN TRADES

Background

The School District regularly utilizes external contractors for projects that exceed the capacity of its regular workforce. These projects are generally of a capital nature and may include:

- Roofing
- Painting
- Siding
- Large scale construction

The School District also promotes opportunities for students to enroll in programs related to skills in trades and works to ensure that students have opportunities to learn on worksites and within the classroom.

It is the desire of the School District to work with contractors to create opportunities for trades placements.

Procedures

1. Requests for Proposals
 - 1.1 When issuing Requests for Proposals the package will include the request for contractors to consider in their response the use of students in trades.
 - 1.2 When a contract is ready for award the successful contractor will be provided with information on how to connect with the Careers Department should there be opportunities for student involvement.
2. Insurance
 - 2.1 WorkSafe BC provides coverage for students in volunteer work placements. Information related to this coverage will be provided to contractors interested in utilizing students in trades.

Reference: Sections 20, 22, 23, 65, 85 School Act

Adopted: January 25, 2022

AP 519 - DISPOSAL OF LAND OR IMPROVEMENTS

Background

The District recognizes the merits of retaining or disposing of land or improvements (property), in the best interests of the District.

Where the Board determines that real property and improvements owned by the District are to be disposed of, the Secretary-Treasurer shall table with the Board procedures to be followed that are consistent with good business practices and the provisions of the School Act and Ministerial Order M193/08.

Any real property and improvements approved for disposal must be surplus to the current and future educational needs of the District and, subject to specific exceptions as specified in the Ministerial Order, shall generally be disposed of through a public process and at fair market value.

Definitions

Disposal means ownership transfer, entering into a lease with a term ten years or longer including all renewals or options to renew.

Property means land, other than land subject to a Crown grant trust, and any improvements that may be on that land but excludes portable classrooms.

Procedures

1. The Board may grant a charge on land such as an easement, a right-of-way or a covenant only after first advertising its intent to do so in local newspapers and giving the public thirty days to make comments to the Board about the proposed charge on land.
2. When the Board determines that a specific piece of property is not required for educational purposes but will likely be required for educational purposes within ten years, the Board will only consider short term rentals and leases with a term of less than ten years for that property.
 - 2.1 Public consultation is not required before making such a determination or before entering into short-term rentals or leases of the property.
3. When the Board, in a Board meeting open to the public, determines that a specific piece of property is not required for educational purposes and will not be required for educational purposes for ten years or more, the Board will consult with the public about:
 - 3.1 The advisability of keeping that property in reserve for future educational purposes;

- 3.2 Alternate public uses of that property by a local government or a community organization;
 - 3.3 Use of the property for educational purposes by an independent school;
 - 3.4 Use of the property by Conseil scolaire francophone;
 - 3.5 The advisability of entering into a long-term lease of the property to a private interest; and
 - 3.6 The advisability of selling of the property for fair market value to any other person.
4. The Board must not make a decision on any matter described in section 3 until it has consulted with the public in a public process.
 5. The public consultation process shall be determined by the Board in a Board meeting open to the public and shall, as a minimum:
 - 5.1 Include consulting with local governments and community organizations within the District boundaries;
 - 5.2 Include one public meeting to which the public has been invited to attend and make presentations to the Board; and
 - 5.3 The Board will determine the length of public consultation prior to beginning the consultation process.
 6. After making the determination described in section 3, the Board will, for the duration of the public consultation process, maintain the property to an extent that minimizes deterioration.
 7. After making the determination described in section 3 and after consulting with the public as described in sections 4 and 5, the Board may, without further public consultation, demolish buildings and other improvements on the property, or may dispose of the property in any way it sees fit, giving first consideration to alternate community use of those lands or improvements.
 8. The Board does not have the authority to dispose of land that is subject to a Crown grant trust.
 - 8.1 Once the Board has determined that any such lands are not required for educational purposes and will not be required for educational purposes in the future, the Board will relinquish all rights to use that land.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act
Ministerial Order M193/08

Adopted: December 6, 2006
Amended: April 21, 2010; September 1, 2018

Administrative Procedure 520

AP 520 - FUND RAISING

Background

The District recognizes that staff, or parent groups, may wish to raise funds for school or charitable purposes.

Procedures

1. Fund raising campaigns must be carefully planned and prepared, and such campaigns must be approved by the Principal before they are undertaken, whether by students, teachers, or a sponsoring parents' group.
2. Campaigns must meet all legal requirements of any applicable legislative or regulatory body.
3. All funds raised in the name of a public school are subject to audit by the Secretary-Treasurer.
4. Funds can only be expended with the approval of the Principal.

Reference: Sections 8, 8.4, 8.5, 20, 22, 23, 65, 85 School Act

Adopted: July 8, 1998

Amended: July 28, 2017; September 1, 2018

AP 525 - REVENUE ENHANCEMENT

Background

The District encourages partnerships as a means of enhancing learning opportunities for children. Partnerships are mutually beneficial relationships between external organizations and the District or schools that are designed to enhance learning for students and other learners. Partnerships are co-operative because partners share values; objectives; human, material or financial resources; and roles and responsibilities to achieve desired learning outcomes.

Enhancements may take the form of a product, service or money for returns such as recognition or advertising or to meet a corporate goal related to community involvement. These opportunities are subject to Canada Revenue Agency (CRA) regulation and certain restrictions as approved by the Superintendent, in keeping with the contemporary standards of the community.

Procedures

1. Revenue enhancement, through a variety of District-wide and District-approved marketing activities including, but not limited to, advertising, corporate sponsorship, signage, etc. is a District-approved venture.
2. Enhancements are supported which:
 - 2.1 Respect the welfare of students;
 - 2.2 Enhance the delivery of quality curricular and co-curricular programs;
 - 2.3 Benefit the District as a whole;
 - 2.4 Are respectful of community standards and the educational setting;
 - 2.5 Are consistent with Board policies and administrative procedures;
 - 2.6 Complement, but do not replace, public funding for education;
 - 2.7 Do not discriminate by race, color, ancestry, place of origin, religion, marital status, physical or mental disability, sex, orientation or age.
3. Enhancements are supported when:
 - 3.1 Goals, objectives and benefits of the relationship are clearly stated in the proposal;
 - 3.2 Resources provided by all parties are clearly defined;
 - 3.3 Records of all transactions are maintained;
 - 3.4 Sponsorship performance is reviewed regularly.

4. Revenue Enhancement plans shall be undertaken in consultation with the Secretary-Treasurer to ensure that CRA regulation requirements are met.

Reference: Sections 8, 20, 22, 23, 65, 85 School Act

Adopted: September 1, 2018

**AP 525 - APPENDIX – ETHICAL GUIDELINES FOR BUSINESS-
EDUCATION PARTNERSHIPS**

Ethical Guidelines for Business–Education Partnerships

Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

Canadian employers and educators support business–education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner's contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner's expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis



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This document was developed by the Business–Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada.

Adopted: September 1, 2018

Administrative Procedure 526

AP 526 - DONATION OF EQUIPMENT OR MATERIALS TO SCHOOLS

Background

The District appreciates charitable donations from the public in support of the public education system.

Procedures

1. Prior to approval of projects involving donations of equipment, the Superintendent will require District staff to carry out a technical evaluation to determine:
 - 1.1 Suitability for the purpose intended;
 - 1.2 Costs which will result from acceptance, e.g., provision of power source, power, space, repairs, operator, etc.;
 - 1.3 The safety aspects, including CSA approvals and compliance with other federal and provincial standards;
 - 1.4 Conformity with planned standardization.
2. Donated equipment will become the property of the District on acceptance.
3. Maintenance may be provided on items which have been procured through the Purchasing Department.
4. The District recognizes no obligation to replace or repair donated equipment.
5. Certification for duty and tax exemptions will be provided only for items procured using District documents.
6. Maintenance Department personnel shall install approved equipment donated by outside groups.

Reference: Sections 8, 20, 22, 23, 65, 85 School Act
Income Tax Act

Adopted: October 8, 1997
Amended: September 1, 2018

Administrative Procedure 530

AP 530 - INSURANCE MANAGEMENT

Background

In order to ensure that the requirements of legislation are met and the District's interests are protected, the District shall participate in the Schools Protection Program.

Procedures

1. The Secretary-Treasurer shall obtain insurance coverage for the following:
 - 1.1 Buildings;
 - 1.2 Contents;
 - 1.3 Liability – for staff members, student teachers and interns, and volunteers; all the foregoing while performing duties authorized by the District;
 - 1.4 Crime;
 - 1.5 Automobile fleet;
 - 1.6 Travel accident;
 - 1.7 Boiler and machinery;
 - 1.8 Errors and omissions; and
 - 1.9 Course of construction and wrap up.
2. Building insurance shall be secured to provide coverage at full replacement cost.
3. Contents insurance shall be obtained on an actual cash value basis.
 - 3.1 Claims made under the building and contents section of the insurance policy resulting from accidents, vandalism or theft shall be made by the Secretary-Treasurer upon receipt of the required information from the Principal or department head.
 - 3.2 In case of accident or damage to a personal vehicle while on District business, the District will pay the insurance deductible in accordance with collective agreements. Exempt staff follow the Teachers' collective agreement.
4. Travel accident insurance shall be obtained to cover staff members while traveling on District business.
5. When required, the District shall review its insurance coverage and make such arrangements for insurance coverage as it deems necessary.
6. A student accident insurance plan shall be offered to parents of students at no cost to the District.

7. Injury/Accident at site

- 7.1 Injuries to staff or students are to be reported on the online Schools Protection Program incident report accessible from <http://www.incident-request.org> and forwarded to Schools Protection and the District Office. User ID and password for accessing the online incident reporting form are available from the Secretary-Treasurer.
- 7.2 Injuries to employees also need to be reported using the Incident reporting form ([Form 530-1](#)) developed by the District Occupational Health and Safety Committee.

Reference: Sections 22, 23, 65, 74, 84, 85, 95 School Act
Occupational Health and Safety Regulation

Adopted: September 1, 2018

AP 531 - STUDENT ACCIDENT INSURANCE

Background

While it is the District's responsibility to ensure a safe environment for its students, it recognizes that accidents can happen, and it may be in the best interest of students to have insurance.

The District will ensure that appropriate student accident insurance coverage is made available to all students each year.

Procedures

1. Parents will be informed of optional Student Accident Insurance through the school newsletter at the beginning of the school year.
2. The Secretary-Treasurer will review the carrier's terms, coverages and costs at least every five (5) years or as required by significant changes in risks or market conditions.

Reference: Sections 20, 22, 23, 65, 74, 84, 85, 95 School Act

Adopted: September 1, 2018

Administrative Procedure 535

AP 535 - INVESTMENTS

Background

Under normal conditions, the day-to-day financial operations of the District are such that positive cash flows occur periodically. The Secretary-Treasurer is authorized to and responsible for cash management and investment of available cash in order to generate investment revenue.

Investments must reflect a conservative management philosophy based on three substantive fundamentals:

- The first priority is the preservation of capital.
- The second priority is the assurance of liquidity.
- The final priority is the achievement of high returns.

Procedures

1. The Secretary-Treasurer shall manage the investments of the District in accordance with this Administrative Procedure.
2. Investments may be in one (1) or more of the following:
 - 2.1 Interest-bearing accounts, fixed deposits, notes, certificates and other short-term paper of or guaranteed by a savings institution;
 - 2.2 Securities that are obligations of or guaranteed by the Federal or Provincial governments, Canadian chartered banks or credit unions;
 - 2.3 The Ministry of Finance Certificate of Deposit Program;
 - 2.4 Commercial paper issued by a company incorporated under the laws of Canada or of a province, the securities of which are rated in the highest rating category by at least two (2) recognized security rating institutions.
3. Such investments may be made in or through institutions other than the District's primary bank.
4. Credit risk will be minimized through diversification. It is not prudent to invest all funds with one (1) institution, but rather to spread the risk. It is recognized however, that there may be situations where this is not practicable or desirable.
5. Local Priority
 - 5.1 All other things being equal, investments will be negotiated with local financial institutions.

5.2 Where there is only marginal benefit to be gained from financial institutions outside the District, then the Secretary-Treasurer is authorized to negotiate an investment with a local financial institution.

Reference: Sections 22, 23, 65, 85 School Act
Financial Information Act

Adopted: September 1, 2018

AP 540 - FACILITIES PLANNING

Background

Sound planning for the upgrading and/or modernization of schools, or for additions to existing schools and/or the construction of new schools is essential. In order to enhance the planning process, stakeholders are invited to participate. Well-designed facilities contribute to optimum learning environments for students.

Procedures

1. The Superintendent will ensure demographic data collection and will report on enrolment projections annually to the Board.
2. The Director of Operations will conduct audits of all District facilities annually. This audit will include:
 - 2.1. Enrollment and capacity statistics for each school.
 - 2.2. Analysis of the structural, mechanical and electrical components of each school.
3. In collaboration with principals, the Director of Operations is responsible for the efficient use of facility space.
4. The Director of Operations will recommend new school buildings and building additions for the District. Recommendations will be supported with the following data:
 - 4.1. The general area to be served and its estimated student population present and projected for five years.
 - 4.2. The type and number of facilities to be requested.
 - 4.3. Plans for school buildings.
 - 4.4. All school buildings will be constructed by contract or by a plan of construction approved by the Minister of Education and Child Care.
5. The Board will collaborate with municipal authorities to ensure that adequate and appropriate land is made available for school purposes.
6. The Superintendent will identify priorities for facility requirements and will bring forward a draft Capital Plan to the Board for its consideration.
7. The District intends:
 - 7.1. To provide facilities that reflect the requirements of school programs subject to the constraints of:
 - 7.1.1. The District's longer-term financial position; and

- 7.1.2. Student population and location.
 - 7.2. To provide facilities that are aesthetically attractive.
 - 7.3. To maintain or upgrade existing facilities to established program and/or safety standards.
 - 7.4. To ensure that custodial standards are developed and applied.
 - 7.5. To ensure that its facilities are available to the public on a reasonable basis.
- 8. Following a Government announcement, a Planning Committee will be established by the Superintendent.
 - 8.1. Meetings will be called by the Superintendent at appropriate times during the planning process and as often as necessary.
 - 9. The Board will consult with municipal authorities during the planning process for any modernization or new construction.

Reference: Sections 20, 22, 23, 65, 85 School Act

Adopted: September, 2018

Administrative Procedure 541

AP 541 - NAMING OF SCHOOLS AND FACILITIES

Background

The name of a school can enhance the sense of ownership and identification that the community has with its school.

It shall be the general practice to name school sites and facilities for geographical or historical names. This practice shall apply when naming or renaming District sites, schools or specific facilities or parts (gymnasiums, hall, theatre, band room, etc.) of schools or facilities.

Procedures

1. Proposed names of schools brought forward by communities and other interested parties shall be geographical or historical names, which identify the area served by a particular school.
2. Exceptions may be considered in writing by the Superintendent if:
 - 2.1. A geographical or historical name for the school conflicts or is confused with other existing school names in the same geographical area.
 - 2.2. A school name, other than a geographical or historical name, is recommended by a majority of the residents of the attendance area of the school or the community at large.
3. The Superintendent will receive, consider, and make a recommended shortlist to the Board regarding the naming of new school facilities or the renaming of existing schools or sections of schools.
 - 3.1. The shortlist with back-up information (biography if the name is a person, or historical data if the name is after an area) is then presented to the Board for consideration and final decision.

Reference: Sections 22, 65, 85 School Act

Adopted: January 21, 2004

Amended: September 1, 2018

Administrative Procedure 542

AP 542 - FACILITIES CONSTRUCTION

Background

Facility construction may be required if the number and type of facilities owned by the District are determined by the District to be insufficient to meet educational and/or recreational goals set for the community. This Administrative Procedure is applicable when the District assumes responsibility for construction of facilities.

Definition

Capital projects are new construction and modernization projects identified in the District's capital submission and approved by the Ministry.

Procedures

1. Capital Projects
 - 1.1. The Board will confirm by Board resolution the capital budget and the funding sources for all capital projects.
 - 1.2. Change orders for funding that is additional to the Board approved budget; or change orders that significantly alter the scope of work on the project (change order cost exceeds 10% of the approved project budget), will be presented to Board for approval.
2. Selection Of Architect
 - 2.1. Architectural firms shall be selected for capital projects by the Secretary-Treasurer, in consultation with the Director of Operations.
 - 2.2. The Board shall be informed of the commissioned architect for each capital project.
3. Concept Design Of Capital Projects
 - 3.1. The Board shall be informed of the concept design for each capital project.
4. Construction Contracts, Bidding And Awards
 - 4.1. The District may carry out any portion or all of a project using District forces or construction management, subject to Ministerial approval.
 - 4.2. A construction contract shall be awarded to the qualified contractor who submits the lowest acceptable tender, subject to budgetary consideration. Contracts in excess of five hundred thousand dollars (\$500,000) require Board approval.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code

Adopted: September 1, 2018

Administrative Procedure 542 – Appendix

AP 542 - APPENDIX - TENDERING OF BUILDING CONTRACTS

1. For all projects estimated to cost no more than \$1,000.00, the Director of Operations shall choose a contractor by comparative selection.
2. For all projects estimated to cost more than \$1,000.00, but not more than \$10,000.00, the Director of Operations shall negotiate directly with the contractors.
3. For all projects estimated to cost more than \$10,000.00, the Secretary-Treasurer shall request quotations from all contractors whom the Secretary-Treasurer considers able and/or interested in working on the project.
4. For projects estimated to be greater than \$75,000, the Secretary-Treasurer shall advertise a call for “tenders” or a “Request for proposal”. The advertisement shall indicate the date and time by which tenders shall be received and the date and time when they shall be opened.
5. All tenders received in excess of \$200,000.00 shall be laid before the Board at its next regular meeting or at a special meeting, if it has been called for the purpose of dealing with the tenders.
6. On all building projects with an estimated value of \$50,000.00 or more, the Secretary Treasurer shall employ a bid depository system for all sub-trades through the appropriate construction associations.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code

Adopted: March 11, 1998
Amended: September 1, 2018

Administrative Procedure 543

AP 543 - SCHOOL KEYS AND BUILDING SECURITY

Background

The Principal is delegated the authority to issue school keys and codes to staff members. The Principal, in turn, accepts responsibility for the security of the school and for ensuring that it is used only for activities and purposes approved by the District.

The Director of Operations is delegated the authority to issue keys and codes for all non-school buildings. The Director of Operations, in turn, accepts responsibility for the security of non-school buildings.

The duplication of keys shall be carried out by the Director of Operations. Commercial duplication of keys is strictly forbidden.

Procedures

1. Appropriate master keys will be issued to:
 - 1.1 Senior District administrators
 - 1.2 Principals
 - 1.3 Vice-Principals, Teachers-In-Charge, and Head Secretaries
 - 1.4 School custodians
 - 1.5 Appropriate tradespeople as required
 - 1.6 Security contractor
2. Intruder alarm codes will be issued as required to District staff.
 - 2.1 Staff triggering alarm systems will be required to telephone the alarm monitoring company and advise them to cancel dispatching security and/or the police.
 - 2.2 Principals will be given administrator codes to contact the monitoring station to advise them of fire drills to prevent dispatching fire trucks.
 - 2.3 The Director of Operations, Manager of Facilities and electricians will be given administrator codes to effect changes to alarm monitoring station, alarm systems or placing systems in test mode.
3. When schools with intruder alarm systems are to be opened at other than the normal hours, staff must disarm the intruder alarm when entering and re-arm the system when leaving the building.
 - 3.1 Exterior doors are to remain locked and secured.
 - 3.2 Staff are responsible to ensure doors/windows are closed, locked and secured before exiting the building.

4. The Principal will assume responsibility, through the Director of Operations, for keys issued and retrieved from the teaching staff. The Principal shall maintain a continuing register of all keys issued, noting the key number, the date of issuance and return, and the borrower's signature.
5. The Principal may issue to members of staff a single key to an outside door.
6. Except in cases of where keys have been signed out to staff in continuing positions, the Principal shall recall all keys at the end of the school year.
 - 6.1 Staff who are not returning in September or who do not want to sign out keys for the summer are to submit their keys.
7. The Director of Operations shall furnish the security company with a list of principals noting their addresses and telephone numbers.
 - 7.1 The security company shall be requested to contact the Principal concerned when a school facility is found unlocked and unsupervised.
8. No keys are to be issued to non-District employees or people, except directly from the Director of Operations.
9. Principals are responsible for instructing staff on the intruder alarm system and procedures including pass card identification numbers.
10. Staff on long-term leave must submit their keys so they can be issued to replacement staff.
11. Lost keys must be reported immediately and the appropriate form completed and submitted to the Director of Operations and applicable Assistant Superintendent.
12. Extracurricular and user groups must have insurance and be scheduled with the Director of Operations for security and work reasons.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

Adopted: September 20, 2006
Amended: September 1, 2018

Administrative Procedure 543 – Appendix A

AP 543 - APPENDIX A - ACCESS TO SCHOOL PREMISES

Procedures

1. Unrestricted access for emergency, bus transport and service vehicles shall be maintained at school premises.
2. No vehicles operated by the general public (including parents and visitors) shall stop, stand or park on school premises so as to restrict the access of emergency, bus transport, service and employees' vehicles.
3. In the event of student injury or illness while the student is attending school, parking shall be available on the school premises for parents while picking up the student.
4. Visitors to school will park in designated visitors' parking spaces or in the employees' parking lot only.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

Adopted: June 20, 2007
Amended: July 27, 2017; September 1, 2018

Administrative Procedure 543 – Appendix B

AP 543 - APPENDIX B - ACCESS TO ROOFS OF SCHOOL BUILDINGS

Procedures

1. When an item needs to be retrieved from the roof of a school building or other dangerous area, the Principal shall advise the Manager of Facilities.
2. All principals shall advise students and teachers annually that climbing onto a school building, particularly the roof, is strictly prohibited.
3. The Manager of Facilities shall inspect all schools at least once annually to ensure that roofs are inaccessible to students. Where safeguards need to be improved, immediate action shall be taken.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

Adopted: March 11, 1998
Amended: September 1, 2018

AP 544 - FACILITIES MAINTENANCE

Background

The life of District facilities, which constitute a major capital investment, can be extended by timely and proper maintenance. An annual maintenance program shall be developed to provide repairs and preventative maintenance of the grounds, buildings, equipment, furniture and fleet. Maintenance activities will be initiated through:

- Standing activities such as custodial services, grass cutting, snow removal, and servicing crews;
- Requisitions raised by the building occupants;
- Requisitions raised by the maintenance staff.

The maintenance budget will be established annually during the budget development process.

Procedures

1. Work Orders

- 1.1 All non-emergency maintenance services work is carried out in response to requisition-generated work orders processed through the web-based District computerized maintenance management system.
- 1.2 Emergency work will be undertaken as expeditiously as possible, with a work order raised at the earliest convenience.

2. Rotating Maintenance Service Crews

- 2.1 Rotating maintenance service crews may be deployed to provide maintenance to any existing parts of the building or the systems in the building such as carpentry, computer support, electrical, mechanical and painting.
- 2.2 Work carried out by these crews slows or reverses the natural process of wear inherent in occupied buildings or provides repair for predictable 'wear and tear' problems.
- 2.3 Where rotating service is provided, crews work on a schedule to ensure all schools have been visited once before any is visited again. Because schedules are subject to staff availability, and may be interrupted for extended periods of time, a formal calendar schedule is not available.
- 2.4 The list of corrective work to be undertaken shall be prioritized by the Principal and entered into the District computerized maintenance management system prior to the crew's arrival on site.
- 2.5 When the crew arrives at a site, they will report to the office to confirm the time frame they will be onsite. While there they will:

- 2.5.1 Complete any non-emergent requisition items required to maintain the existing building, equipment or components;
- 2.5.2 Review other selected items to determine the need for maintenance on items not identified on work orders; and
- 2.5.3 Report back to the office all work carried out in the building and may request the generation of additional work orders to cover work done that was not identified on existing work order requests.

3. Emergency Calls

- 3.1 The following items are to be phoned to the Manager of Facilities for consideration of immediate response:
 - 3.1.1 Waterline break,
 - 3.1.2 Vandalism such as a broken window or graffiti on the walls,
 - 3.1.3 Plugged drain causing flooding,
 - 3.1.4 Damage to a fire or intrusion alarm,
 - 3.1.5 Loss of power,
 - 3.1.6 Fire,
 - 3.1.7 Security problem such as an exterior door which will not lock,
 - 3.1.8 Loss of heat, etc.
- 3.2 The response time may be adversely affected by the extent of similar problems throughout the District.

4. Grounds Crew – Winter Maintenance

- 4.1 The Manager of Facilities shall establish a schedule for grounds maintenance at each school during the period November to February.
- 4.2 The crew will carry out the following types of maintenance and repairs:
 - 4.2.1 Clean all paved surfaces at site.
 - 4.2.2 Clean all paved area sumps.
 - 4.2.3 Rake leaves and remove other debris from grounds area.
 - 4.2.4 Repair damaged chain link fencing.
 - 4.2.5 Upgrade old chain link fencing to current District standards.
 - 4.2.6 Prune and trim trees and shrubs as necessary and as weather will permit.
 - 4.2.7 Check and repair/replace playground equipment to eliminate safety hazards.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

Adopted: October 8, 1997

AP 544 - APPENDIX - SPECIALIZED INSTRUCTIONAL EDUCATION EQUIPMENT MAINTENANCE AND SAFETY PROGRAMS

Procedures

1. District Responsibilities

- 1.1 Specialized instructional education machinery is to be maintained in good working order. A program of regular inspection and repair will be implemented.
- 1.2 A shop safety upgrading program will be developed, updated on an annual basis and maintained at District expense.
- 1.3 Comprehensive student safety tests will be developed and administered on an annual basis. Tests will be specific to specific working environments.
- 1.4 Surplus or non-working machinery will be removed from schools and stored.
- 1.5 Brushes are to be provided for the cleaning of equipment and brooms for cleaning the floor.
- 1.6 Safety zones are to be painted around each piece of equipment, using non-skid paint.
- 1.7 Eye, ear, hands and face protection areas are to be clearly signed.

2. Principal Responsibilities

- 2.1 No more material than is strictly necessary for the specific programs being taught is to be kept on hand unless adequate storage space is available.
- 2.2 Work areas and walkways are to be kept free of all obstruction, protruding objects or accumulated materials.
- 2.3 The use of compressed air for clean-up purposes is strictly prohibited.
- 2.4 The number and kind of machines in any classroom will be directly related to the courses taught in that classroom, or the maintenance of equipment used in that classroom.
- 2.5 Booking the District designated contractor for shop safety upgrading.

3. Teacher Responsibilities

On a daily basis:

- 3.1 All machine guards, covers, guides and fences are to be checked to be operating properly before the beginning of classes.
- 3.2 All flammables and other chemicals are to be clearly identified and securely stored.
- 3.3 All hand tools are to be returned to shadow boards and/or accounted for.

- 3.4 Ensure that work benches and tables have been cleared and that student projects and materials have been properly stored and secured.
- 3.5 These requirements are to be posted in a place where substitute teachers will have access to the information.
- 3.6 Ensure that the room is left in a tidy fashion.
- 3.7 Stock is to be stored in properly marked bins or containers separate from work and equipment use areas.

On a weekly basis:

- 3.8 Inspect one piece of machinery thoroughly: switches, return springs (on drill presses etc.) belt tension and wear, tolerances on moving parts. A schedule or log of these inspections will be kept.
- 3.9 Inspect safety equipment (eye washes, gloves, goggles, fire extinguishers etc.) to make sure they are in good working order.

4. Reporting Potential Hazards

- 4.1 Machinery in need of repair, unclean floors, missing or damaged safety equipment will be reported immediately to the Principal with a copy to the District Safety Officer.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

Adopted: October 8, 1997
Amended: September 1, 2018

AP 545 - CHEMICAL AND HAZARDOUS WASTE MANAGEMENT

Background

The District believes it has a responsibility for the safety and physical protection of its staff members and students.

Principals are expected to ensure that hazardous materials are handled safely by staff members. The District will implement an effective chemical management plan that meets federal and provincial standards in each of its facilities.

Procedures

1. The Director of Operations is responsible for establishing and maintaining a plan for the proper disposal and storage of chemicals and hazardous waste in all areas of District operation, including instructional, custodial/maintenance, clerical support, transportation and others.
2. Principals are responsible for ensuring the appropriate purchase, proper storage and safe usage of chemicals used in instructional activities.
3. The Principal, in conjunction with the Occupational Health and Safety Manager, shall provide for training for staff members who are required to handle hazardous materials. The staff members will be provided with instructions and the necessary written materials about health hazards of materials that they may be using in the workplace.
4. All staff members handling chemicals shall be familiar with the use of the chemical and thoroughly read the label on the container.
5. All staff members shall follow Occupational Health and Safety regulations and guidelines in handling chemicals
6. All staff members shall be aware how to electronically access material safety data sheets (MSDS).
7. All staff members handling chemicals shall be familiar with the first aid treatment of an accident as explained on the MSDS.
8. All staff members handling chemicals shall be familiar with their responsibility regarding the reporting of a chemical related accident.
9. All staff members must be provided with instruction that is to include a description of all the mandatory and performance-oriented aspects of the Workplace Hazardous Materials Information System (WHMIS) and the employer and employee responsibilities.

10. All obsolete chemicals must be disposed of in accordance with all current legislation with regards to Transportation of Dangerous Goods and only through a company registered in British Columbia on a timely basis.
11. Principals shall be responsible for the safe handling of hazardous chemicals by all staff members in the schools.
12. Teachers shall be responsible for the safe handling of hazardous chemicals by aides or students.
13. The District will engage the services of an approved and licensed Hazardous Waste removal contractor.

Reference: Sections 17, 20, 22, 23, 65, 85 School Act
Transportation of Dangerous Goods Act
Health Act
Occupational Health and Safety Regulation

Adopted: September 1, 2018

AP 546 - RESOURCE MANAGEMENT AND SUSTAINABILITY

Background

The District shall conserve electricity, fossil fuels and water resources while maintaining a healthy and safe learning environment. The consumption of energy and resources must be minimized to reduce the impact that the District has on the environment. The District must monitor and report the use of energy and resources to continue to improve our environmental performance. It is the responsibility of administration, teachers, staff, students and user groups to consider environmental factors when using District facilities. All effort shall be made to operate District facilities in an environmentally sustainable fashion.

Procedures

1. Senior Management
 - 1.1 Visible support to be shown for environmental practices within the District.
 - 1.2 Adequate resources to be made available for sustainable operation.
 - 1.3 All government regulations and legislation set forth regarding climate action and environmental practices must be met or exceeded.
2. Director of Operations
 - 2.1 Best environmental and energy conservation practices shall be followed while implementing the District's Sustainability Plan.
 - 2.2 Environmental factors will be considered for any renovations or new construction projects which are undertaken within the District.
 - 2.3 Energy and resource consumption will be monitored on a monthly basis and the results will be reported regularly.
3. Principals
 - 3.1 Promote energy and resource conservation, which will encourage an environmentally sustainable atmosphere within our schools.
 - 3.2 Support educational programs that promote environmental life skills which students will carry with them throughout their lives.
4. Teachers
 - 4.1 Promote a responsible attitude toward energy and resource conservation.
 - 4.2 Foster an environmental attitude toward all events which take place within the classroom.

5. Support Staff, Students and User Groups

5.1 Conduct themselves in a manner which conserves energy and resources.

5.2 Always be conscious of best environmental practices in everything they do.

Reference: Sections 17, 20, 22, 23, 65, 85 School Act
Transportation of Dangerous Goods Act
Health Act
Occupational Health and Safety Regulation

Adopted: June 9, 2009

Amended: June 17, 2009; September 1, 2018

Administrative Procedure 547

AP 547 - INTEGRATED PEST MANAGEMENT

Background

The protection and enhancement of our environment is necessary to maintain the quality of life.

Procedures

1. The application of Glyphosate (Round-up) or Amitrol-T is to be done in accordance with Ministry of Water, Land and Air Protection regulations, including the posting of notification signs and providing facts sheets. The use of any other herbicide products on school sites shall require the prior approval of the Superintendent.
 - 1.1 Pesticides shall only be applied by Maintenance Department staff or others under the direction of the Director of Operations. All pesticide application is to be done by licensed applicators.
2. Buildings
 - 2.1 With the exception of dealing with stinging insects, pesticides are only to be applied when the building or area of the building is not occupied and in accordance with regulations for the product used.
 - 2.2 If rodents are evident in schools, the Principal will notify the Manager of Facilities, who will dispatch a contractor to remediate the problem.
3. Schools
 - 3.1 Application of pesticides is normally to be done outside of school hours.

Reference: Sections 17, 20, 22, 23, 65, 85 School Act
Transportation of Dangerous Goods Act
Health Act
Occupational Health and Safety Regulation

Adopted: March 3, 2015
Amended: September 1, 2018

Administrative Procedure 548

AP 548 - SECURITY, SAFETY AND CLEANLINESS OF SCHOOLS

Background

The role of Custodial Services is to provide a clean and orderly environment for learning and teaching within District facilities, and to assist in ensuring general safety and comfort for staff, students and visitors. Tasks are carried out under the direction of the Custodial Supervisor through the School Custodians at each site.

Procedures

1. The work of custodians will be supervised and reported upon by the Custodial Supervisor in consultation with the Principal.
2. The District will provide the Principal with information on union contractual agreements and limitations, assigned work, hours of work, reporting, and requisitioning procedures, etc.
3. The Principal will work directly with custodians and the Custodial Supervisor in developing appropriate procedures for the school.
4. The Principal will arrange for the opening and closing of schools and will establish procedures that ensure the security of the building.
5. Inefficiencies in fire-protection equipment and unsafe conditions in the buildings or on the grounds shall be reported to the Director of Operations immediately.

Reference: Sections 20, 22, 23, 65, 85 School Act
Occupational Health and Safety Regulation
National Building Code
National Fire Code

Adopted: October 8, 1997
Amended: September 1, 2018

AP 550 - USE OF SCHOOL FACILITIES

When not required for school programs, the District encourages the community's use of District property and facilities for educational, recreational, cultural and civic programs and events.

The rental and use of District property and facilities shall be subject to the terms and conditions of a Contract for Use of School Facilities and to the Procedures Governing Use of Facilities set out in the Appendix to this Administrative Procedure.

Community use of District property and facilities shall be permitted on a cost-recovery basis. The Board will approve and regularly review a schedule of fees that may be based on the categories of use set out below.

Procedures

1. Categories of Use

- 1.1. Curricular - the school program. These include activities that take place during regular school hours.
- 1.2. Co-curricular and extra-curricular - school program related. These include activities which are organized and supervised by the Principal and are for the benefit of students.
- 1.3. All children in organized activities.
- 1.4. Adults (over 18 years of age) in organized activities.
- 1.5. "For Profit" groups in tournaments.
- 1.6. Business enterprises.
- 1.7. Joint Use Agreements with other jurisdictions may provide for alternate arrangements.

2. Responsibility

- 2.1. Category 1.1 - to be determined by individual principals.
- 2.2. Category 1.2 - to be determined by individual schools with the following provisions:
 - 2.2.1. Each Principal shall submit to the Director of Operations by September 30 the school's program for the school year as it is known by that time;
 - 2.2.2. As needs arise throughout the year, the Principal shall notify the Director of Operations as soon as possible, but no later than two weeks before the required use.
- 2.3. Activities in categories 1.1 and 1.2 must be in accordance with normal expected practice as set out by the Director of Operations. Any activities that fall outside of routine and which may require extra services with respect to material and/or labour are to be discussed with the Director of Operations.

- 2.4. Categories 1.3 and 1.4 - inquiries and applications are to be made to the Director of Operations or at designated schools.
- 2.5. Categories 1.5 and 1.6 - inquiries are to be made to the Director of Operations or designated school indicating the type and size of event to be held, which will be subject to Superintendent or Board approval.
- 2.6. Category 1.7 – as per agreement arrived at between the Board and another public body.

3. Administration

- 3.1. User groups must enter into a Contract for Use of School Facilities (as may be approved by the Board from time to time) and to the Procedures Governing Use of Facilities that are set out in the Appendix to this Administrative Procedure.
- 3.2. Renters who default on responsibilities relinquish the right of use subject only to due process.
- 3.3. Any use of District property and facilities not directly covered by this Administrative Procedure must be agreed to in advance by the Secretary-Treasurer.

Reference: Sections 22, 23, 65, 85 School Act
Liquor Control and Licensing Act
Disposal of Land or Improvements Order M193/08
School Opening and Closure Order M194/08

Adopted: September 27, 1999

Amended: April 4, 2001; February 5, 2003; February 20, 2008; September 1, 2018

AP 550 – APPENDIX - PROCEDURES GOVERNING USE OF FACILITIES

Due to the prevailing insurance situation and legal atmosphere in Canada, the District must insist that each Renter be familiar with and agree to the following procedures. If you have any questions regarding any of the contents, please contact us prior to signing the REQUEST/CONTRACT FOR USE OF SCHOOL FACILITIES (the “Contract”).

CONTRACT

No one may use any property or facility owned or operated by the District without first entering into the Contract. This Procedure forms a part of the Contract.

PAYMENT OF RENTAL RATES AND OTHER COSTS

The Renter must pay, in advance unless otherwise approved by the District, all applicable rental rates, custodial costs and other charges as established by the District. An authorized District employee, such as a custodian, must be on duty for all after-school use of a school facility, except when otherwise approved by the Secretary-Treasurer.

INDEMNITY & HOLD HARMLESS

Accidents arising from sporting and other recreational activities occasionally happen on District property and facilities. Indeed, many activities include a foreseeable risk of harm and personal injury that are inherent in the activity itself. While the variety of risks are more than can be listed here, among the more obvious and frequent are trips and falls on playing fields, falls from equipment in gymnasiums, collisions with other players or users of District property and facilities, and being struck with sports equipment such as balls and bats. In view of these risks, the following is a term of the Contract:

The renter agrees to indemnify and save harmless the Board of Education of District No. 79 (Cowichan Valley) and its officers, employees and agents from any claim, lawsuit, liability, debt, demand, loss, or judgment (including costs, defence expense and interest) whatsoever and howsoever arising either directly or indirectly as a result of this contract or the use of the property or facilities.

The Renter will also indemnify and pay to the District forthwith upon demand for any loss or damage to the District property and facilities or power wastage occurring or arising either directly or indirectly as a result of the use of the property or facilities under the terms of the Contract. Also, the Renter is responsible for any costs involved in “locking up” facilities left open by the Renter. See also “Locking Up”, below.

INSURANCE

All Renters must have comprehensive general liability insurance coverage in the minimum amount of \$2,000,000.00, inclusive per occurrence for bodily injury and property damage, under which the District is an additional insured, and must provide evidence of this to the District in advance of use and thereafter on demand. Such evidence of insurance shall be in the form of a certificate of insurance.

WAIVER OF SUBROGATION

The Renter agrees to waive all rights of subrogation or recourse against the District with respect to the use or occupation by the Renter of the District property or facility described in the Contract.

ELIGIBILITY OF RENTERS

The Renter must represent a properly constituted community group capable of accepting responsibility for conduct of participants and be financially responsible for damage, if any. Minimum age of a Renter is 19 years.

SUITABILITY OF FACILITIES

There is no warranty, express or implied, on the part of the District as to the suitability or condition of any property or facilities and the Renter accepts same at his, her or its own risk. If the Renter has any question as to suitability, the Renter must first make arrangements to inspect the property or facility in question in order to determine suitability themselves.

USE OF FACILITIES

District property and facilities are to be used for recreation and leisure use only or as otherwise permitted in the District's sole discretion. All activities must be confined to the parts of the buildings and playing fields stipulated in the Contract. No subletting of facilities is permitted.

TYPE OF ACTIVITY

The Renter must limit their group to the activity or activities specified in the Contract unless otherwise authorized in writing by the District in advance.

SUPERVISION

The Renter is responsible for the admission, actions and behaviour of all participants and/or spectators on the property or facilities of the District and must provide supervision by adult, one of whom must be the Renter or the "Person in Charge" as designated in the Contract. The Renter or Person in Charge will:

- Make themselves known to the authorized District employee on duty in the building;
- Make all members of the group aware of this Administrative Procedure in advance of use of the property or facility;
- Enforce this Administrative Procedure and the Contract;
- Supervise entrance and adjacent area to prevent unauthorized persons from entering the property or facility;
- Limit activities and participants to the area assigned to the group;
- Ensure that specified days and times are adhered to and, if a slight variation in closing times becomes necessary, advise the authorized District employee;
- Ensure that all participants are off the property or facilities when the activity ends;
- Take all and any action that may be required for the preservation of the District's property;
- Immediately report any damage noted by or caused by the group to the authorized District employee or to the Director of Operations the next working day after the incident.

PARKING

Parking of vehicles is prohibited on all school grounds, except in specified parking lots. Fire lanes must be kept clear at all times. This is the responsibility of the Renter or the Person in Charge.

CANCELLATION

If any property or facility covered by the Contract is required for District purposes for all or part of the same time covered by the Contract, the Renter will make the property or facility available to the District, provided that the Renter receives seven (7) days' notice of any intended use.

LOCKING UP

Doors will be locked at all times. The authorized District employee will open the door just prior to the starting time for the rental group, subject to the presence of the Renter or Person in Charge. The Renter or Person in Charge will then be responsible for letting the rest of the group into the property or facility and will leave the door in the locked position. Leaving the door ajar or reversed and unattended will not be tolerated.

EMERGENCIES

In the case of emergency situations (fire alarms, power outages, etc.) the Renter or Person in Charge and all members of the user group must evacuate the property or facilities. The Renter or Person in Charge must report to the authorized District employee. Emergency lighting ensures that everyone has enough time to leave the building. Staying in a building is a safety hazard and is against safety regulations.

KEY DEPOSIT

A key deposit will be required of all groups allocated a key to District property or facilities on a regularly scheduled basis, the amount to be determined annually.

ALTERATIONS

No alterations, installation or fastening shall be permitted in any building unless authorized in writing. Any field lining can only be done after consultation with the Director of Operations.

NO FOOD OR DRINK IN GYMS

No food or drinks are permitted in gymnasiums.

FOOTWEAR

All footwear with heels and/or hard soles is forbidden on playing floors. No street shoes or street runners are permitted in gymnasiums. The District reserves the right to ban any other footwear shown to cause damage to floor surfaces.

RESTRICTED SPORTS

Only indoor regular gymnasium equipment is permitted for various activities, as follows:

- Floor hockey – must use only approved plastic (Cosom) equipment
- Field hockey (inside) – must use only approved plastic equipment
- Baseball – must use only approved soft training softballs
- Soccer – must use only Nerf balls.

Lacrosse playing is not permitted.

NOTE: Failure to observe these restrictions will result in immediate cancellation of the activity without further warning.

SMOKING AND VAPING

Smoking and vaping is prohibited in all District buildings, grounds and vehicles. The Renter must make this condition known to anyone using such property and facilities and to take active steps to stop any such activity. For further information please see [Administrative Procedure 162 – Smoke and Vapour Free Environment](#).

ALCOHOL/DRUGS

The sale, serving and consumption of alcoholic beverages and illegal drugs is prohibited anywhere on District property and facilities.

LANGUAGE

Profane or insulting language is prohibited anywhere on District property and facilities.

PLAYING FIELDS

The District has the right at any time to cancel, without notice, the right of any Renter to use any property or facilities if, in the sole discretion of the District, such use may damage the property or facilities. This discretion is most often exercised in the event of inclement weather, but it is not restricted to weather. The District is the final judge of the condition of its property and facilities, but expects the Renter to exercise good judgment in the use of the property or facilities during inclement weather.

Activities or behaviour deemed to be a nuisance or unacceptable to the general public will not be tolerated.

TOURNAMENTS

During tournaments, the Renter is required to provide, at its own expense, on-site, self-contained, portable toilet units in sufficient numbers for reasonably anticipated demand and to make all arrangements for the delivery, servicing and removal of same by the Contract end date and time. The Renter is also responsible for garbage clean-up and removal by the Contract end date and time.

LINING OF FIELDS

The District only provides lining seasonally or for special events as requested by the Principal. With the approval from the Director of Operations, Renters may choose to line a playing field if needed for game use.

USE OF EQUIPMENT

P.E. equipment such as volleyball and badminton nets and stands, where available, may be used by groups using school gyms, at the discretion of the Principal concerned. The groups must provide supplies such as balls, mats, racquets, etc. Games involving the use of equipment or supplies in such a manner as to damage District property and facilities are prohibited.

Reference: Sections 22, 23, 65, 85 School Act
Liquor Control and Licensing Act
Disposal of Land or Improvements Order M193/08
School Opening and Closure Order M194/08

Adopted: September 27, 1999

Amended: April 4, 2001; February 5, 2003; February 20, 2008; September 1, 2018

AP 551 - MEMORIALS IN SCHOOLS

Background

The Cowichan Valley School District recognizes that the death of a student or staff member deeply impacts students, staff and families and that memorial decisions made immediately in the aftermath of a crisis caused by a death may be made without full consideration of the potential implications for students, staff, families and the community. The purpose of this AP will provide a process for memorial decision making, as well as memorial activities. It also recognizes that memorials may require careful, and deliberate, consideration in determining approved memorial activities. This AP will be reviewed on an annual basis by District and building administration to ensure it continues to further the stated purpose.

In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students, staff, or families. Memorial activities expressed at school need to be coordinated and approved through the Critical Incident Response team, as well as the school principal. Together, they will assist families and students in selecting memorial activities that are appropriate for the school and assist students and staff in healthy bereavement.

Context

Each case is considered individually by our Critical Incident Response Team in partnership with the school principal and impacted family and school community. It is also with the understanding that temporary memorials can be of support to many, and must be planned and managed in respectful ways that help support those individuals most directly impacted while also gently helping a school return to normalcy.

Often, there is a very real need to support a temporary shrine or memorial. In these cases, the Critical Incident Response team will work collaboratively with the principal to involve family members and students, especially at the secondary level, to discuss decisions regarding memorials.

A guiding principle of the Critical Incident Response Team and school principal is to ensure the material and nature of a memorial is temporary and not permanent in nature, and that an appropriate location is identified. Memorials that are long term or permanent are not appropriate as they may be trauma activating because of the simple fact that they provide an ongoing visual reminder of what happened. The Critical Incident Response Team will work with the school team to ensure that a plan for creating a temporary memorial and removing the memorial is communicated with staff, students and family members prior to its installation.

Procedures

In the event of a traumatic incident or sudden death of a member of our school community, the Critical Incident Response Team and school principal will meet to discuss immediate supports required for the family, school community and those directly impacted.

1. Memorial activities that take place at school must be approved and coordinated through the school principal and the Critical Incident Response Team and in consultation with the Superintendent. The principal and the school's counsellor will assist families and students in selecting memorial activities that are appropriate for the school community and will assist students in healthy bereavement.
2. In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students, staff, or families.
3. Temporary school memorials, as approved by the school principal and Critical Incident Response Team, may be displayed until the day of the funeral, or within one week following the death, after which time they will be given to the family or charity as determined by the family and designated district officials. (Allowable temporary memorials include flower arrangements, banners, pictures, notes, and locker and student desk displays.)
4. The School District reserves the right to accept or decline permanent memorials. Permanent legacy memorials for deceased students, family and staff should be limited to endowments, scholarships, or items with educational significance. Scholarship and endowment memorials may be established as a one-time award, with a description of the purpose of the endowment or scholarship. In general, the school district will avoid legacy memorials such as benches, placing a plaque in the hallway/gym or planting a tree, as these are standards that schools may not be able to apply consistently to all possible future deaths.
5. Fundraising for memorial items during the school day is prohibited. District student activity accounts cannot be used to support, finance, or fundraise for memorialization. Proceeds from district co-curricular events or contests cannot be donated to agencies for memorialization. Funding for memorialization may not come from schools.
6. Should a current student or member of the school staff pass away anytime during the current school period, the yearbook staff will treat the death in a tasteful, respectful manner. The portrait of that individual will appear as it would under normal circumstances, with the appropriate section's portraits. Pages covering sports, academics, or activities that have already been published may also feature the individual. The yearbook should not be dedicated to the deceased person.

7. School district facilities will not be used for memorial services or funerals. Exceptions may be made for rental of school facilities by private parties with the approval of the Superintendent. In addition, the Superintendent, in consultation with the District Critical Incident Response Team, has the discretion to approve school-wide memorial activities in certain rare and extenuating circumstances. Due to the varying needs of students and staff, students and staff would not be required to participate in a school-wide memorial.
8. A commemorative event may be established and held in the name of the deceased student, staff or family member. Activities cannot be held during the school day, and should be sponsored by a class, club, or activity in which the deceased student or staff member participated. Advertisement of events must occur outside the school day. It is recommended that Commemorative items or events be sponsored by community-based agencies and promoted outside the school day.
9. School staff will monitor anniversary dates and may provide small group or individual counselling and/or other supportive activities to friends of the deceased in order to assist with grief recovery. School-wide recognition of anniversary dates will not occur
10. Existing memorials are generally the sole responsibility of the entity providing the memorial; District staff and/or finances may only be used to maintain current memorials as part of regular maintenance processes and/or to ensure safe conditions. The District reserves the right to remove a memorial if it is not or cannot be maintained or is contrary to the overall educational needs of students.

“The work of honouring the memory of an individual, particularly one who has died suddenly and unexpectedly, is exceptionally delicate.”

Based upon the knowledge of traumatic exposure as well as the complexity of school systems and school populations, and in recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students, staff, or families.

Adopted: May 2, 2023

Administrative Procedure 558

AP 558 - LENDING OF SCHOOL AND DISTRICT EQUIPMENT

Background

District supplies and equipment are valuable resources that must be managed to ensure maximum benefit to the District. Employees are to minimize the use of District resources for purposes other than accomplishing official or otherwise authorized business of the District.

Procedures

1. In consultation with the staff of the school, the Principal shall draw up procedures for equipment use, care, maintenance and lending.
2. At the Principal's discretion, equipment may be lent to community groups for use within the school.
3. Requests for the loan of school equipment by individuals or organizations for use outside the school shall be at the Principal's discretion.
4. Proof of adequate insurance may be required.
5. Equipment shall be returned to the District in the condition it was borrowed or it shall be repaired or replaced by the borrower.
6. Any non-school based equipment shall be requested through the appropriate District Manager.

Reference: Sections 22, 23, 65, 85 School Act
Financial Information Act

Adopted: November 19, 2003
Amended: September 1, 2018

Administrative Procedure 560

AP 560 - DISTRICT TRANSPORTATION SERVICES

Background

The District operates a student transportation service for its resident and international students taking into consideration student educational needs, student safety, system efficiency, financial accountability and provincial legislation.

Procedures

1. Application for Bus Service
 - 1.1. A parent wishing for new or changed bus services for their student for the subsequent school year must apply annually by May 31.
 - 1.1.1. A family moving into the District or moving within the District after that date needs to apply as soon as possible if they wish to apply for bus services for their students.
2. Registered Bus Riders
 - 2.1. The Transportation Supervisor will determine whether or not bus service will be provided for any applicant. Once an application for bus service has been approved, the student is considered to be a registered rider. Applications for bus service will be considered in the following order:
 - 2.1.1. Students attending their home school and living outside walk limits.
 - 2.1.2. Students attending District programs.
 - 2.1.3. Students attending school of choice (courtesy riders). Courtesy riders will be prioritized on a furthest distance basis and ridership will not be confirmed until after October 1, when routes and loads are established.
 - 2.2. Applications for bus service received after May 31 will be considered only if there is room on existing routes.
 - 2.3. Only registered riders may use the bus service.
 - 2.4. Registered riders will be issued bus passes and will be required to produce them when getting on and off the bus.
3. The District shall establish and maintain a Bus Driver's Manual of Operations.

Reference: Sections 22, 23, 65, 85 School Act

Adopted: October 8, 1997

Amended: February 5, 2003; November 17, 2004; September 21, 2005; June 19, 2013; September 6, 2016; September 1, 2018

Administrative Procedure 561

AP 561 - TRANSPORTATION FOR STUDENTS WITH SPECIAL NEEDS

Background

The district recognizes that students enrolled in district special education programs may require special transportation consideration. The extent of this service will take into account factors identified below. Transportation for students with special needs is to be provided where possible balancing the needs of the student with the requirement to safely transport all students to school. Requests for transportation shall be considered on the individual circumstances of the student and the collective circumstances of the bus and the projected bus route.

Procedures

1. Students with special needs that are mobile and able to demonstrate independence may be transported on the same basis as a regular passenger.
2. Students with special needs that have significant mobility issues and lack independence may be transported to and from school provided that:
 - 2.1 An evaluation of the student be completed by a Support Services staff to provide information to assist with a decision.
 - 2.2 An Individual Education Plan (IEP) be completed; such plan to include specific program needs that relate to riding independently.
 - 2.3 The District Administrator, Support Services is responsible for directing specific modifications that may be required to attend to the specific needs of the student.
 - 2.4 The bus driver, parents, Principal and Teacher keep an open line of communications regarding the needs and progress of the student.
 - 2.5 Where the student is secured through a harness or locking mechanism (as in the case of a wheelchair) that appropriate arrangements be made by the bus driver in consultation with SD 79 OT to establish a procedure to release the student and assist them to safety in the case of an emergency.

Reference: Sections 22, 23, 65, 85 School Act

Adopted: September 1, 2018

Administrative Procedure 561 - Appendix

AP 561 - APPENDIX - TRANSPORTATION ASSISTANCE PAYMENTS

Background

The District may pay a transportation assistance allowance on behalf of students with a disability such that they are unable to ride a regular bus or on behalf of other students in other circumstances.

Procedures

1. A parent applying for a transportation assistance allowance must apply to the Transportation Supervisor.

Reference: Sections 22, 23, 65, 85 School Act

Adopted: October 8, 1997

Amended: November 17, 2004; June 19, 2013; September 1, 2018

AP 562 – TRANSPORTATION OF STUDENTS – TRAVEL FOR FIELD TRIPS AND EXTRACURRICULAR TRIPS

Background

The District encourages and supports student participation in curricular and extracurricular field trips that enhance or expand the student's experience in that they are of considerable value in the education of students. The District prefers that District buses be used both for field trips and extracurricular trips because of the reduced chance of accident and increased effectiveness of supervision, recognizing that charter buses or other modes of transportation may be appropriate in certain circumstances.

Procedures

1. For transportation within British Columbia
 - 1.1 The Principal of a school may for field trips or extracurricular trips authorize one or more of the following modes of student transportation:
 - 1.1.1 Private motor vehicles where:
 - 1.1.1.1 The driver has provided to the Principal, **prior** to each trip, their assurance that:
 - 1.1.1.1.1 The driver has a current and valid BC driver's license;
 - 1.1.1.1.2 The vehicle they will be using is insured with a minimum of \$2 million liability insurance;
 - 1.1.1.1.3 The vehicle is maintained in a safe operating condition and will be equipped with tires appropriate for winter driving conditions as required by the *Motor Vehicle Act*;
 - 1.1.1.1.4 They have had no serious traffic violations since last providing a driver's abstract to the Principal;
 - 1.1.1.1.5 They will, while driving, wear a seat belt and will ensure that all passengers in the vehicle wear a seatbelt or use a child restraint or booster seat as required by the *Motor Vehicle Act*;
 - 1.1.1.1.6 They will, considering a child's size, age and weight, follow the vehicle manufacturer's instructions regarding designated seating and, if a child is required to use a child restraint or booster seat, will follow the manufacturer's instructions regarding the use of the child restraint or booster seat; and,
 - 1.1.1.1.7 They will operate the vehicle in a safe and legal manner.

- 1.1.1.2 The driver has provided to the Principal, in the current school year, copies of:
 - 1.1.1.2.1 A recent driver's abstract. Note: Abstracts will age out after a month;
 - 1.1.1.2.2 The certificate of insurance for the vehicle, showing a minimum of \$2 million liability insurance;
 - 1.1.1.2.3 Their driver's license;
- 1.1.1.3 The driver of the vehicle may be required to undergo a Criminal Records Review.
- 1.1.1.4 The total number of students participating in a curricular trip does not exceed one class;
- 1.1.2 Taxi cab;
- 1.1.3 Student driver where:
 - 1.1.3.1 The student is participating in an after-school sports game/tournament;
 - 1.1.3.2 The student has a valid driver's license;
 - 1.1.3.3 The student has written positive consent from their parent;
 - 1.1.3.4 The student has no other passengers.
- 1.1.4 Only where no District-provided funds are used for busing, a special activity bus holding a school bus permit under the *Motor Vehicle Act*;
- 1.1.5 A school bus or charter bus meeting the requirements of the *Motor Vehicle Act*;
- 1.1.6 Passenger van(s) – Transportation Manager must be notified prior to use;
 - 1.1.6.1 Drivers of the passenger van are required to provide a recent driver's abstract. Note: Abstracts will age out after a month.
- 1.1.7 Transit bus providing regularly-scheduled public passenger transportation service;
- 1.1.8 Intercity bus providing regularly-scheduled public passenger transportation service;
- 1.1.9 Ferry; or
- 1.1.10 Other modes of transportation such as aircraft and railway.
- 1.2 The Principal and Transportation Manager will confer to determine, based on the following criteria, what mode of transportation (District school bus, passenger van, charter bus, or rental vehicle) will be used for the field trip or extracurricular trip:
 - 1.2.1 Availability of a District school bus;
 - 1.2.2 Availability of a District bus driver;
 - 1.2.3 Distance of travel;

- 1.2.4 Road conditions; and,
- 1.2.5 Passenger comfort.
- 1.3 If, through consultation with the Transportation Manager, it is determined that a charter bus or rental vehicle is to be used, the Principal will be responsible for making the transportation arrangements and will use a charter bus company approved by the Transportation Manager.
- 2. For transportation outside of British Columbia
 - 2.1 The Principal must make the transportation arrangements and the Superintendent must approve them. A passenger list will be prepared in advance of any trip, with one copy to be kept by the Principal and another to be kept by the teacher in charge on the trip. In addition to the list of passenger names, it must contain the telephone number of the Principal.
- 3. Any new special activity bus owned by a non-profit society (Alumni) and holding a school bus permit under the *Motor Vehicle Act* to be used at a school for extracurricular activities is to be inspected for appropriateness by the Transportation Manager. If in rare instances the Alumni bus is needed to transport students for curricular activities, the Transportation Manager must first authorize such use.

Reference: Sections 22, 23, 65, 85 *School Act*
Motor Vehicle Act

Adopted: June 10, 1998

Revised: May 18, 2011; September 1, 2018; October 24, 2023

AP 565 - TRANSPORTATION IN PRIVATE VEHICLES BY VOLUNTEER DRIVERS

Background

The District values the involvement and commitment of volunteer drivers. Student transportation is the responsibility of the Principal who may designate a "supervisor" to assume overall responsibility for travel arrangements and supervision of travel for a particular school activity, or for all activities.

Procedures

In accordance with guidelines in the Schools Protection Program Reference Manual and the regulations of the Motor Vehicle Branch, any volunteer driver willing to provide transportation where needed for organized school activities, must review and comply with the following conditions:

1. The driver must hold a valid British Columbia driver's licence (Novice Stage or Full Privilege only). Drivers obtaining Novice designation may not carry more than one passenger unless they have a qualified supervisor twenty-five (25) years or older with a valid full privilege driver's licence in the vehicle (this restriction does not apply to immediate family members, e.g. mother, father, sister, brother, child, spouse, grandparent, including step and foster relationships).
2. The vehicle must have standard insurance coverage with I.C.B.C.
3. The vehicle must have one (1) seatbelt available for every passenger, including the driver. Drivers are responsible for complying with all child restraint requirements.
4. Booster seats are for children over eighteen (18) kg. (40 lbs) until they are nine (9) years old unless they have reached the height of 145 cm (4'9" tall).
5. The number of persons being transported in the vehicle must not exceed the normal carrying capacity of that vehicle.
6. The vehicle must be maintained in sound mechanical order.
7. Children under the age of thirteen (13) must not be transported in the front passenger seat in vehicles equipped with a front airbag on the passenger side.
8. The driver must authorize a Criminal Records Check (Form 400-1) for situations involving overnight trips with students.
9. All incidents of injury or vehicle accidents must be reported to school staff and an Incident Report (Form 530-1) must be completed and provided to the District Office.

10. A vehicle with a seating capacity of more than ten (10) persons, including the driver, is classified by the Motor Vehicle Branch as a "bus". A "bus" used to transport students is required to have a valid school bus permit issued by the Motor Vehicle Branch. This will include volunteers' vehicles and rental vehicles used for student transportation.
11. Volunteers who rent vehicles to transport students for school-approved functions must be aware of the appropriate requirements for driver's license classifications, Third Party Liability insurance limits, and School Bus Permits, particularly when renting vehicles which have a capacity to carry more than ten people, including the driver. Vehicle capacity, and not the number of passengers being carried, is the determining factor. Only drivers who are declared to the rental agency are allowed to drive (confirm minimum age requirement for operating a rental vehicle with the rental agency). Insurance coverage is voided if an undeclared driver drives the vehicle.
12. The Insurance Corporation of British Columbia considers drivers to be "volunteers" as long as they are reimbursed only for reasonable expenses. A volunteer who is paid a wage or is reimbursed for his/her time, is no longer considered a "volunteer" and is to contact his/her Autoplan agent as it may be necessary for the volunteer's vehicle to be rated for "business use".
13. Actions by volunteers on behalf of the District are covered by the School Protection Program while participating in any District or school-authorized and supervised activity. However, not all situations that occur during off-site school activities will be considered part of the approved activity. For example, if the volunteer decides to leave the premises of the school activity for personal reasons and is involved in an accident, the School Protection Program may not respond on the volunteer's behalf. Volunteers are to be aware that they may have some personal legal liability exposures. These exposures may be insured under the liability section of homeowners' or tenants' insurance policies, or under an ICBC Policy. Volunteers are advised to check with their own insurance agents.
14. School Protection Plan provides excess automobile liability coverage if a gap exists between the vehicle owner's automotive liability and one million dollars (\$1,000,000), however, no comprehensive or collision coverage is provided beyond your own personal vehicle insurance.
15. There is no medical, dental or disability coverage for volunteers. If a volunteer is injured by the actions of other people, the volunteer still has the right of common law action and in the case of automobile-related injuries, ICBC coverage may apply.
16. All incidents of injury or vehicle accidents must be reported to school staff immediately.

Reference: Sections 17, 20, 22, 26.1, 65, 85 School Act
Freedom of Information and Protection of Privacy Act

Adopted: September 1, 2018

AP 570 - FLEET MANAGEMENT

Background

The District maintains a fleet of vehicles for departmental and school use.

Procedures

1. Replacement of Vehicles
 - 1.1 Each Supervisor is responsible for planning the replacement of vehicles within their department/school.
 - 1.2 The basic criterion for the useful life of a vehicle is a minimum of 180,000 kilometers, unless there are extenuating circumstances.
 - 1.3 Capital reserves for each department are to be reviewed each year. Each year all vehicles' anticipated life span shall be reviewed and an amount budgeted for the replacement of each vehicle based on its life span and replacement value. The net proceeds of vehicles disposed of will be credited to each department/school and can be used to help offset replacement budget requirements.
 - 1.4 Prior to replacement of vehicles, approval of the Secretary-Treasurer is required.
 - 1.5 The Buyer is responsible for both the purchase of new vehicles and the disposal of old vehicles.
2. Maintenance of Vehicles
 - 2.1 Each Supervisor is responsible to properly maintain and service vehicles assigned to their department/school.
 - 2.2 The Buyer is to arrange authorized supplies of small stock items, for example, oil and windshield fluid.
 - 2.3 Small items costing less than \$50, for example wiper blades, are to be purchased by Supervisors/Principals utilizing their purchasing cards.
3. Fuel
 - 3.1 Cost of fuel is the responsibility of each department/school.
 - 3.2 Fuel is to be purchased at designated locations.
4. Licensing
 - 4.1 Licensing is coordinated centrally by the Transportation Supervisor and charged to the appropriate department/school.

5. Insurance

- 5.1 Coordination is provided by the Secretary-Treasurer and charged to each department/school.
- 5.2 Claims are to be submitted by the Supervisor the day of an accident if possible, or at the very least the next business day, to the Secretary-Treasurer who in turn will report the accident to the District's insurer. Submission of claims is the responsibility of the Supervisor.
- 5.3 Claim deductible is the responsibility of the Supervisor making the claim.

6. Rental Vehicles by Schools or Other Departments

- 6.1 The Supervisor is to waive insurance coverage at the vehicle rental agency and advise the Secretary-Treasurer of rental prior to use by submitting a copy of the rental contract.
- 6.2 The Supervisor is to advise the Secretary-Treasurer of the number of kilometers driven during the rental by submitting a copy of the return rental agreement indicating kilometers driven.
- 6.3 The Secretary-Treasurer is to advise the District insurance company of the rental and subsequently the kilometers driven.
- 6.4 The Secretary-Treasurer shall debit each department/school the cost of insurance for the vehicle rented.

Reference: Section 20, 22, 23, 65, 85 School Act
Motor Vehicle Act

Adopted: September 1, 2018

Administrative Procedure 580

AP 580 - USE OF DISTRICT OWNED VEHICLES

Background

District owned and school owned vehicles are only to be used for the purpose of carrying out District business or approved school activities.

Procedure

1. No vehicle leased or owned by the District may be used for an employee's personal requirements.
2. Outside regular working hours all vehicles shall be parked at the maintenance or bus sites.

Reference: Sections 22, 23, 65, 85 School Act

Adopted: March 11, 1998

Amended: September 1, 2018