



Chilliwack
School District

ADMINISTRATIVE PROCEDURE MANUAL

(REVISED & UPDATED)

The Board of Education is currently reviewing its Bylaws, Policies and Administrative Regulations to ensure they are current and functional, and that they align with the School Act, Regulations and Orders in Council, and Ministerial Orders. The Administrative Procedures in this Manual have been completed.



PARTNER & COMMUNITY RELATIONS

SECTION 200:

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- PRIVACY IMPACT STATEMENTS
- CRITICAL INCIDENT AND PRIVACY BREACH
- ENVIRONMENTAL STEWARDSHIP

ADMINISTRATIVE PROCEDURE 255 PERSONAL INFORMATION MANAGEMENT PROGRAM

The District expects all staff to follow information management practices that ensure compliance with the *Freedom of Information and Protection of Privacy Act (FIPPA)* and other applicable laws. Staff are responsible for:

- making reasonable efforts to familiarize themselves with *FIPPA* and the District's privacy policies and administrative procedures, which includes participating in privacy training offered by the District.
- following responsible information management practices to ensure that the District collects, uses, and discloses personal information in compliance with *FIPPA* and other applicable laws.
- protecting personal information against unauthorized collection, use, and disclosure, including limiting the sharing of sensitive personal information on a need-to-know basis.
- following procedures that facilitate the appropriate release of records within the District's custody or control in response to access requests received from members of the community under *FIPPA*.
- following District procedures for the completion of Privacy Impact Assessments (PIAs).
- reporting privacy breaches in accordance with District procedures.

Definitions

- Consent – express written consent to the collection, use or disclosure of personal information.
- Personal Information – any recorded information about an identifiable individual that is within the control of the District and includes information about any student or staff. Personal information does not include an individual's business contact information.
- Privacy Breach – the theft or loss of, or the collection, use or disclosure of personal information not authorized by *FIPPA*, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place.
- Privacy Impact Assessments - an in-depth review of any new or significantly revised initiative to ensure that all collection, use, disclosure, protection and processing of personal information by the District is compliant with *FIPPA*.
- Privacy Officer – the Secretary Treasurer or designate.
- Records – any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, photographs, audio or visual recordings, computer files, email and correspondence; but does not include a computer program or other mechanism that produces records.
- Staff – the employees, contractors, and volunteers of the District.

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Purposes for Collecting Personal Information

The purpose for which personal information is collected will be communicated at or before the time the information is collected, unless otherwise permitted or required by *FIPPA*.

Personal information about students and their parents/guardians/caregivers is authorized under the British Columbia *School Act* for the purposes of delivering and administering educational programs and activities. These purposes include:

- Registration, enrollment, and transfer of students.
- Providing and delivering educational programs and services.
- Accommodating students with disabilities and diverse abilities.
- Communicating with students and responding to inquiries or complaints.
- Preparing and providing assessments of student performance.
- Supervising and ensuring the safety and security of the District (such as the use of video surveillance).
- Investigating and responding to accidents, safety events, misconduct and similar incidents.
- Ensuring compliance with applicable District bylaws, policies, administrative procedures and other laws.
- Completing all required reports and filings to the Ministry of Advanced Education and Skills Training.

Personal information of prospective, current, and former staff may be collected for purposes of managing and administering the employment relationship. These purposes include:

- Hiring and recruitment.
- Managing and administering the employment relationship.
- Communicating with authorized union representatives.
- Administering employment compensation and benefits.
- Evaluating performance and managing disciplinary incidents.
- Supervising and ensuring the safety and security of the District (such as the use of video surveillance).
- Investigating and responding to accidents, safety events, misconduct, and similar incidents.
- Ensuring compliance with applicable school District policies and procedures, and other applicable laws.

Collection, Use and Disclosure of Personal Information

Personal information that is collected, utilized and disclosed will be limited to the following principles:

- The personal information is related to and necessary in order to carry out the District's programs and activities or for other purposes authorized by *FIPPA*.

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- The personal information is collected by fair, lawful and transparent means, including collecting the personal information directly from the individual, except where otherwise authorized by *FIPPA*.
- Individuals are informed of the purposes for which their personal information is being collected, the legal authority for collecting it, and the name and contact information of someone at the District who can answer questions about the collection and use of the information.
- Internal and external use and sharing of personal information is limited to what is required and authorized by *FIPPA* or consented to by the individual.
- Personal information is used or disclosed only for the purpose for which it was collected, except with the individual's consent or as otherwise required or permitted by *FIPPA* or other laws.

Securing Personal Information

Personal information is protected by ensuring there are reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security and electronic security.

All staff have a duty to protect the privacy and security of personal information collected and used by the District as part of their ongoing employment responsibilities, including complying with the District's privacy policy and procedures.

Training will be provided to all staff to ensure they have the requisite knowledge and to ensure compliance with this procedure and *FIPPA*.

Retention of Personal Information

Personal information will be retained for as long as necessary to satisfy its applicable operational, instructional, financial, and legal needs. Personal information that is no longer required for either administrative, operational, financial, legal, or historical purposes shall be securely destroyed in a confidential manner in accordance with District policies and approved record retention procedures.

Accuracy and Correction

Reasonable efforts shall be made to ensure the accuracy of the personal information that the District collects and uses in the course of performing their duties. Individuals have the right to request the correction of their personal information, and the District will receive and respond to such requests in accordance with *FIPPA* and the District's policies and procedures.

Access to Information

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The District will make information available to the public as permitted or required under *FIPPA*. The Privacy Officer shall designate records that will be made available to the public without the need to make a formal request in accordance with *FIPPA*.

FIPPA provides all individuals with the right to request access to records in the District's custody or control by making a written request to the Privacy Officer. Requests must provide sufficient detail to allow the District to identify the records being requested. Individuals unable to make written requests should contact the Privacy Officer for assistance. Requests seeking access to information on behalf of another individual must be accompanied by an express written consent signed by the person whose information has been requested.

The Privacy Officer will then:

1. Acknowledge receipt of the request.
2. Determine whether information is routinely accessible.
3. Log the request, create a file and track records.
4. Determine whether fees are applicable or whether there will be a delay in responding and will proceed to notify the applicant of same.
5. Refer the request to the area responsible for the information to conduct a search for responsive records.
6. Determine whether information in the records falls under any exceptions in *FIPPA*.
7. Prepare a letter of response and records for disclosure to the applicant.

The District reserves the right to assess fees for processing access requests where permitted under *FIPPA*. No fees will be assessed for staff time in processing if it takes less than 3 hours of staff time to process a request, nor will fees be assessed when individuals make a request that is limited to records containing their own personal information.

The fees applicable to the processing of access requests are set out in Schedule 1 of the *Freedom of Information and Protection of Privacy Regulation*:
https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/155_2012#Schedule1

Complaints and Inquiries

Questions or complaints about the District's privacy information management practices should be directed to the Privacy Officer at privacy@sd33.bc.ca. Response to all complaints will be in writing.

ADMINISTRATIVE PROCEDURE 256 PRIVACY IMPACT ASSESSMENTS

The *Freedom of Information and Protection of Privacy Act (FIPPA)* requires that Privacy Impact Assessments (PIAs) are conducted on any new or significantly revised initiative in order to identify and mitigate privacy risks that may arise and ensure that the privacy of individuals are appropriately protected.

Definitions

- Initiative – any enactment, system, project, program or activity of the District.
- Personal Information – any recorded information about an identifiable individual that is within the control of the District and includes information about any student or staff. Personal information does not include an individual's business contact information.
- Privacy Impact Assessment (PIA) – an in-depth review of any new or significantly revised initiative to ensure that the collection, use, disclosure, protection and processing of personal information by the District is compliant with *FIPPA*.
- Privacy Officer – the Secretary Treasurer or designate.
- Staff – the employees, contractors and volunteers of the District.
- Supplemental Review – an enhanced process for reviewing the privacy and data security measures in place when an initiative involves the storage of personal information outside of Canada.

Scope & Responsibility

This procedure applies to all new and significantly revised initiatives of the District.

Departments and management employees are responsible for planning and implementing new or significantly revised initiatives in accordance with the requirements of this procedure.

Responsibilities of the Privacy Officer

The Privacy Officer is responsible for ensuring that all PIAs and supplemental reviews are completed in accordance with the requirements of *FIPPA* and this procedure.

Responsibilities of All School District Staff

Any staff responsible for developing or introducing a new or significantly revised initiative that involves or may involve the collection, use, disclosure, or processing of personal information by the District must report that initiative to the Privacy Officer at an early stage of its development.

All staff will cooperate with the Privacy Officer and provide all requested information needed to complete the PIA and Supplementary Review, if deemed necessary.

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The Role of the Responsible Employee

The Responsible Employee is the employee who is responsible for overseeing an initiative and will be indicated as such in the PIA. The Responsible Employee will:

- Ensure that new and significantly revised initiatives for which they are the responsible for are referred to the Privacy Officer for completion of a PIA.
- Support all required work necessary for the completion and approval of the PIA.
- Be familiar with and ensure that the initiative is carried out in compliance with the PIA.
- Request that the Privacy Officer make amendments to the PIA when required.

Initiatives involving the Storage of Personal Information outside of Canada

Employees may not engage in, or enter into a binding commitment to participate in, any new or significantly revised initiative that involves the storage of personal information outside of Canada until the Privacy Officer has completed and approved a PIA and supplemental review.

The Privacy Officer is responsible for determining whether a supplemental review is required in relation to any initiative.

The Privacy Officer is responsible for reviewing and approving all supplemental reviews and will consider the following risk factors:

- the likelihood that the initiative will give rise to an unauthorized, collection, use, disclosure or storage of personal information.
- the impact to an individual of an unauthorized collection, use, disclosure or storage of personal information.
- whether the personal information is stored by a service provider.
- where the personal information is stored.
- whether the Supplemental Review sets out mitigation strategies proportionate to the level of risk posted by the initiative.

Approval of a supplemental review by the Privacy Officer shall be documented in writing.

Contact Information

Questions or comments about this procedure may be addressed to the Privacy Officer.

ADMINISTRATIVE PROCEDURE 257 CRITICAL INCIDENT AND PRIVACY BREACH

The purpose of this procedure is to set out the District's process for responding to significant privacy breaches and to comply with its obligations under the *Freedom of Information and Protection of Privacy Act (FIPPA)*.

Definitions

- Personal Information – any recorded information about an identifiable individual that is within the control of the district and includes information about any student or staff. Personal information does not include an individual's business contact information.
- Privacy Breach – the theft or loss of, or the collection, use or disclosure of Personal Information not authorized by *FIPPA*, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place.
- Privacy Officer – the Secretary Treasurer or designate.
- Records – any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, photographs, audio or visual recordings, computer files, email and correspondence. Does not include a computer program or other mechanism that produces records.
- Staff – the employees, contractors, and volunteers of the School District.

Responsibility of the Privacy Officer

The Privacy Officer is responsible for ensuring compliance with this procedure.

Responsibilities of Staff

All staff must, without delay, report all actual, suspected or expected privacy breach incidents of which they become aware in accordance with this procedure. If there is any question about whether an incident constitutes a privacy breach or whether the incident has occurred, staff should consult with the Privacy Officer.

All staff must fully cooperate in any investigation or response to a privacy breach incident. Any staff who knowingly refuses or neglects to report a privacy breach in accordance with this procedure may be subject to discipline.

Privacy Breach Response

1. Report and Contain

Upon discovering or learning of a privacy breach, all staff shall:

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- Immediately report the breach to the Privacy Officer.
- Take any immediately available actions to stop or contain the breach, such as by:
 - isolating or suspending the activity that led to the breach
 - taking steps to recover personal information, records or affected equipment.
- Preserve any information or evidence related to the breach in order to support the district's incident response.

The Privacy Officer shall then implement all available measures to stop or contain the breach. Containing the breach shall be the first priority of the response, and all staff are expected to provide their full cooperation with such initiatives.

2. Assessment and Containment

The Privacy Officer shall take steps to contain the privacy breach by:

- Identifying the type and sensitivity of the personal information involved.
- Assessing the cause.
- Determining if additional steps are required to contain the breach.
- Identifying the individuals affected, or whose personal information may have been involved in the breach.
- Determining or estimating, if possible, the number of affected individuals and compiling a list of such individuals.
- making preliminary assessments of the types of harm that may flow from the breach.

The Privacy Officer, without delay, will assess whether the privacy breach could reasonably be expected to result in significant harm to individuals. This determination shall be made with consideration of the following categories of harm or potential harm:

- bodily harm
- humiliation
- damage to reputation or relationships
- loss of employment, business, or professional opportunities
- financial loss
- negative impact on credit record
- damage to, or loss of, property

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- the sensitivity of the personal information involved
- the risk of identity theft

3. Notification

If the Privacy Officer determines that the privacy breach could reasonably be expected to result in significant harm to individuals, then the Privacy Officer shall make arrangements to:

- report the privacy breach to the Office of the Information and Privacy Commissioner.
- provide notice of the privacy breach to affected individuals, unless the Privacy Officer determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety, physical or mental health, or threaten another individual's safety or physical or mental health.

If the Privacy Officer determines that the privacy breach does not give rise to a reasonable expectation of significant harm, then the Privacy Officer may still proceed with notification to affected individual if it is determined that notification would be in the public interest or if a failure to notify would be inconsistent with the district's obligations or undermine public confidence in the district.

Notifications of a privacy breach shall be made as soon as reasonably possible. If any law enforcement agencies are involved in the privacy breach incident, then notification may also be undertaken in consultation with such agencies.

4. Prevention

The Privacy Officer shall complete an investigation into the causes of each privacy breach incident reported under this procedure and shall implement measures to prevent recurrences of similar incidents.

Contact Information

Questions or comments about this procedure may be addressed to the Privacy Officer at privacy@sd33.bc.ca.

ADMINISTRATIVE PROCEDURE 260 ENVIRONMENTAL STEWARDSHIP

This procedure supports policy 291 Environmental Stewardship and is in keeping with the districts fundamental commitment to environmental sustainability.

1. It is the collective responsibility of all district personnel to contribute to environmental sustainably. This includes:
 - 1.1. Modeling and encouraging a culture of energy and resource conservation.
 - 1.2. Integrating environmental considerations and sustainable practices into administrative, capital planning, and programming decisions.
 - 1.3. Reviewing programs and practices to limit the nature and scale of negative environmental impact and to increase sustainable practices and environmental stewardship.
 - 1.4. Building capacity amongst students as responsible contributors to an environmentally sustainable future.
 - 1.5. Supporting, fostering, and celebrating successful sustainability initiatives within the School District.
2. The Secretary Treasurer (or designate) and Director of Facilities (or designate) will:
 - 2.1. Consider inter-governmental and community partnerships that will assist the School District in achieving its sustainability goals.
 - 2.2. Identify and implement effective sustainability initiatives and solutions. Key elements to be considered include:
 - 2.2.1. Lighting
 - 2.2.2. Heating, ventilation, air conditioning systems
 - 2.2.3. Building automation
 - 2.2.4. Renovation and new construction
 - 2.2.5. Renewable energy opportunities
 - 2.3. Implement a greenhouse gas reduction plan that is consistent with the Government of BC's Carbon Neutral requirements.
 - 2.4. Design mechanisms to report progress to the Board on energy management and sustainability on an annual basis.
3. The Director of Facilities (or designate) will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice-principals, teachers, support staff, and students.
4. School principals will facilitate energy management programs at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the Director of Facilities.

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5. Teachers and support staff will consider a variety of curricular materials to provide the opportunity for students to participate in energy management and sustainability initiatives.



STUDENTS, INSTRUCTION & PROGRAMS

SECTION 300:

300 ADMINISTRATIVE PROCEDURE:	STUDENT SUBSTANCE USE
302 ADMINISTRATIVE PROCEDURE:	STUDENT BEHAVIOUR SUPPORT
310 ADMINISTRATIVE PROCEDURE:	ORDINARILY RESIDENT AND NON-RESIDENT STUDENTS
312 ADMINISTRATIVE PROCEDURE:	STUDENT RECORDS
342 ADMINISTRATIVE PROCEDURE:	SELECTION OF LEARNING RESOURCES
343 ADMINISTRATIVE PROCEDURE:	PROCEDURES FOR DEALING WITH CHALLENGED MATERIALS
345 ADMINISTRATIVE PROCEDURE:	GUIDELINES FOR CONDUCTING RESEARCH IN CHILLIWACK SCHOOLS
350 ADMINISTRATIVE PROCEDURE:	BOARD/AUTHORITY AUTHORIZED COURSES
356 ADMINISTRATIVE PROCEDURE:	SAFE AND CARING SCHOOLS: SEXUAL ORIENTATION AND GENDER IDENTITY OR EXPRESSION
357 ADMINISTRATIVE PROCEDURE:	PLANNING FOR STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES
360 ADMINISTRATIVE PROCEDURE:	PETS / ANIMALS IN THE CLASSROOM
362 ADMINISTRATIVE PROCEDURE:	DISTRICT MAGNET SCHOOLS, SCHOOLS OF CHOICE, AND DISTRICT PROGRAMS
365 ADMINISTRATIVE PROCEDURE:	ALTERNATE DELIVERY OF PHYSICAL AND HEALTH EDUCATION K-10 CURRICULA
367 ADMINISTRATIVE PROCEDURE:	SPECIALTY ACADEMIES
370 ADMINISTRATIVE PROCEDURE:	STUDENT FIELD EXPERIENCES
377 ADMINISTRATIVE PROCEDURE:	FRENCH IMMERSION

ADMINISTRATIVE PROCEDURE 300 STUDENT SUBSTANCE USE

As described in Policy 314: Student Substance Use, the use of controlled and regulated substances, including drugs, alcohol, cannabis, tobacco products, vaping devices and e-cigarettes by students is an issue that involves parents/guardians/caregivers, educators, students and the community.

The Chilliwack School District takes responsibility for providing resources and programs that promote education and prevention, interventions that support students, as well as expectations and consequences that are clearly outlined and communicated to students, parents/guardians/caregivers and educators.

Procedures:

- All School District property will be designated no smoking and no vaping allowed, with the use of tobacco, vapour products, cannabis (in all forms), and controlled and regulated substances on school property and areas abutting school property prohibited at all times for all employees, students and visitors.
- School property is defined as all school buildings, grounds and properties, including School District offices and facilities and any properties owned or leased by, or operated under the authority of the Board.
- The use of tobacco, vapour products, cannabis, and controlled and regulated substances will not be permitted in private vehicles on school property, in School District owned vehicles and equipment, and in any vehicle used to transport students.
- The exception to this policy is for the ceremonial use of tobacco where the activity has been approved by the Board, and the ceremony is performed in relation to a traditional indigenous cultural activity or performed by a group for a purpose approved by government regulation.
- Principals, vice-principals and teachers shall strive to ensure that all students receive instruction that promotes substance use awareness, responsible decision-making, positive self-esteem and overall good health.
- Students and parents/guardians/caregivers shall be made aware of available counseling services and other support services outside of the school. Access to community assessment, counseling and treatment services may be facilitated by the school for students and families. In taking or facilitating such action, school personnel shall strive to ensure the confidentiality of those involved. Students should feel free to seek and receive counseling about substance use and related problems without fear of punishment or reprisal.
- Any illegal substances discovered to be in a student's possession or on school property shall be confiscated immediately by the school principal/vice-principal. At the time of confiscation, other responsible adults shall be made aware of the action that has been

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taken by the principal/vice-principal. The substance shall be locked in a secure place within the school.

- School principals/vice-principals, given reasonable cause, are permitted to search student lockers without the consent of the student.
- The RCMP may be informed of suspected use or possession of illegal substances.
- In making decisions about disciplinary procedures, the principal shall be guided by the concept of "in loco parentis" and shall consider what is best for the individual student as well as the health, safety and well-being of other students and staff members.

ADMINISTRATIVE PROCEDURE 302 STUDENT BEHAVIOUR SUPPORT

Progressive Student Support:

In the event that student behaviour results in a significant or repetitive breach of Board Policy and Regulations, school rules or the school code of conduct, the school principal or designate will intervene with progressive supports at the school. These supports will begin at the classroom level, with consultation with parents/guardians; progressing to referrals to the School Based Team. These supports usually begin with classroom supports but can lead to alternate assignment (IE. Mainstream Alternate Program, suspension, a referral to Student Services, and/or a referral to the District Behaviour Committee (DBC)).

Suspension shall mean an action taken by an administrator authorized by the School Act and Board Policy prohibiting a student from participating in the regular education program. Suspensions may be of two kinds: in-school suspensions or out-of-school suspensions. All suspensions and discipline must take into consideration individual circumstances.

The principal or designate in each school may suspend a student for a period not to exceed five (5) days when it is concluded that a student has failed to comply with Board Policy regarding student behaviour or with the school's rules or Code of Conduct.

Alternative methods of discipline other than out of school suspension should be used for students who are truant, tardy, or otherwise absent from school. During a suspension, it is the responsibility of the principal or designate to make available an educational program for the student for the duration of the suspension.

Student Suspension Procedures:

When a student is suspended the following procedures shall be followed:

1. The principal or designate shall report the circumstances of the suspension to the parent or guardian, in person or by telephone. Telephone or personal contact will be confirmed, followed by a letter delivered via email or to the parent's home address. A copy of all correspondence must be kept on file.
2. For the duration of the suspension the principal or designate shall ensure that an appropriate educational program is made available to the student.
3. The principal or designate will discuss the matter with the student's parent/guardian and where necessary, consult with appropriate district personnel, School Based Team members or inter-agency care team personnel to create a success plan.
4. The suspension may be terminated or modified at the discretion of the principal or designate and/or the Superintendent or designate, after consultation with appropriate school district personnel and parent(s)/guardian(s).

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Referral Process to District Support

District Resource Team (DRT); District Behaviour Committee (DBC); Worrisome Behaviour

- DRT – The DRT is a problem-solving table – and is the next step to support a student after the School Based Team has exhausted their supports. When, in the opinion of the school principal, the resources of the school have been exhausted, the principal or designate may refer the student. This referral may coincide with a suspension; however, a referral may be made without a suspension. The referral to DRT must be promptly communicated to the parent. In making the referral to DRT, the principal or designate, must complete a full referral of actions taken at the school level to resolve the difficulties. Before the referral is made, appropriate consultation with the family, School Based Team, Indigenous Education Department, and Student Services Team should take place. Support services will also be made available to the victims of harassment, intimidation, or aggression.
- DBC Overview – The DBC is a decision-making table to work through serious violations to the school code of conduct for Middle/Secondary school aged students. In the event that the school principal or designate believes that a student's violation of the school code of conduct is serious enough to warrant a suspension of for more than five (5) days, the principal must refer the student to the DBC. This committee, chaired by the Assistant Superintendent (s), and consisting of the District Principals of Student Services, Indigenous Education, and Alternative Education, shall consider each case on its own merits, meet with the parent(s)/guardian and student concerned and consider further action, which shall include, but not be limited to recommending to the Superintendent any of the following:
 - a) suspension
 - b) provision of additional counselling and other support services to the student and the student's family
 - c) referral to the appropriate agencies (ADTP, PCRS Traverse program, Maples, Etc.)
 - d) placement in an alternate school setting, alternate school site (different school) or Kwiyeqel Secondary School
 - e) provide an at home educational program
 - f) expulsion from the school if the student is older than age 16 – *BC School Act*
 - g) referral to Student Services
 - h) no further action
- DBC Process – A member of the DBC team will meet with the parent/guardian and student prior to the DBC meeting. The purpose of the pre meeting is to help prepare the family for the DBC meeting. Additionally, another member of the committee will have a pre meeting with the school team to prepare as well. Both the parents and the school

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team will receive a one-page overview of the meeting process at the pre-meeting. After the formal DBC meeting, and upon receiving the recommendations of the DBC, a letter, written by the Superintendent or designate, detailing the outcomes of the District Behaviour Committee meeting will be forwarded to the parents and filed at the school and at the School District.

- Worrisome Behaviour – Elementary aged students follow a different process termed, Worrisome Behaviour Planning. This process includes creating a behaviour or safety response plan developed together (school staff & parents) with Student Support Services.

ADMINISTRATIVE PROCEDURE 310 ORDINARILY RESIDENT AND NON-RESIDENT STUDENTS

DEFINITIONS:

Guardianship

The person claiming to be the guardian of the student shall have legally established guardianship under the British Columbia court order as defined in the Family Relations Act. Unless a British Columbia court makes an order to the contrary, only the parents of a child have legal guardianship.

Required Documentation:

- An original and complete order from the BC Supreme Court or the BC Provincial Court must be presented to the school to confirm any particular guardianship, parental responsibilities, parenting time or custody agreement pertaining to the child.
- If there is a court order issued outside of the province of British Columbia, please provide an original and complete document from the issuing jurisdiction. This will be reviewed by the school administration.
- Please note that guardian and custody agreements are not legally related to custodianship. We reserve the right to request additional documents if required.

Resident

As defined in the *School Act*, the student is ordinarily resident in the school district when the student regularly and customarily lives in the school district and considers that locality as his/her home, and the guardian of the student is ordinarily resident in British Columbia in the meaning set out in the *School Act* defining the residency of a student.

Required Documentation:

- Canadian Birth Certificate, Canadian passport, Canadian citizenship or BC Services Card (photo version), Nexus Card.
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).

Permanent Resident (MyEducation BC: Permanent Resident)

A permanent resident is someone who has been issued permanent resident status and is not a Canadian citizen.

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Required Documentation

- Permanent Resident card or Citizenship documentation (parents/child)
- Child's Birth Certificate.
- Copies of passports (parents/child).
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).

Temporary Resident – Work Permit (MyEducation BC: International Funding Eligible)

In order to work in Canada on a temporary basis, most foreign workers require a work permit. In order for a student to be fundable, at least one of their parents must hold a work permit that is valid for a minimum of 1 year and be able to provide the documents listed below:

Required Documentation

- The Work Permit must be accompanied by a Letter of Employment and a recent pay receipt issued by the employer.
- The authorized work must be a salaried/paid position of at least minimum wage as defined in the province of British Columbia and a minimum of 20 hours per week.
- Child's Birth Certificate.
- Copies of passports (parents/child)
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).
- All documentation will be reviewed annually, at minimum, to ensure continued compliance.

Temporary Resident – Study Permit (MyEducation BC: International Funding Eligible)

In order to study in Canada, a Canadian study permit must be obtained, which serves as a Canadian student visa. In order for a student to be fundable, the parent with Study Permit must meet the following requirements and provide the documents listed below:

Required Documentation

- Diploma Program 2 years+ qualifies **only in a public institution** – but not in a private institution.
- Masters 2 years+ qualifies – **only in a public institution** (currently qualifies if at Trinity Western University).
- Degree Program qualifies (minimum 2 years in public institution). If private – must be 4 years+.
- Certificate Program does not qualify.

International Student (MyEducation BC: International Funding Ineligible)

See Policy 322: International Student Program.

Temporarily out of province (DL)

See Policy 321: Ordinarily Resident & Non-Resident Students

Refugee

Includes refugee claimants with an acknowledgement letter from the Immigration and Refugee Board or a Convention Refugee and can present a letter from Citizenship and Immigration Canada confirming this.

Required Documentation

- Refugee documentation.
- Child's Birth Certificate.
- Copies of Passports (parents/child).
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).

Children in Care

A student who is in the custody of the Ministry of Children and Family Development.

Required Documentation

- Canadian Passport or Canadian Birth Certificate.
- Letter from Ministry of Children and Family Development or;
- Letter from Fraser Valley Aboriginal Children and Family Services Society (Xyolhemeylh).
- Proof of residency of the parents for students under 19 years of age. Students who are 19 years or older can provide their own proof of residency (driver's license, mortgage statement, property tax assessment, municipal tax bill, utility bill, rental agreement, credit card invoice, BC services card, notary authorized letter).

Student Exchange:

Students from foreign countries and other provinces may be admitted to Chilliwack School District.

Proposals for student exchange programs shall be forwarded to the Superintendent or designate for approval on the form attached to this regulation.

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Prior to any commitment being made to parents, students or outside organizations, approval must be provided by the Superintendent. Individual staff members shall not be placed under any obligation to sponsor an exchange program. Exchange programs shall always be regarded as an optional activity for student participation and must have the prior approval of the parent/guardian.

Approval may be granted subject to:

- a) The school's ability to provide an appropriate educational program that will not adversely affect the education of students who are Chilliwack residents.
- b) Significant additional support services are not required to assist the exchange student's competence in written and spoken English.
- c) The maximum number of exchange students determined by the school will not be exceeded.
- d) The request for participation in an exchange program being received prior to May 15 of the previous year to take effect the following September.

Children of Teacher Exchange

Children of a Board approved teacher exchange (i.e., a teacher employed by the Chilliwack school district is sent abroad in exchange for a teacher from a foreign country or province) may be admitted to the school district provided there are no additional costs accrued to the Board to accommodate the student and with the understanding that the school district reserves the right to place the student in an appropriate educational program. The Superintendent or designate has responsibility to ensure appropriate communication and liaison takes place with the sponsors of the exchange programs and other government agencies and the incoming teacher.

REGISTRATION PROCESS

Determining if a Student is Fundable

Status for a child registering in the Chilliwack School District is based on the birth **PARENT'S STATUS**. An example would be – a family comes with a child who is a Canadian Citizen and the parents are not Canadian Citizens but are Permanent Residents or on a Work or Study Permit. In this instance, the child is registered and coded in MyEd under the status of their parents (they **are not** coded in MyEd as Canadian Citizen).

A child is fundable when:

- One birth parent is a Canadian Citizen.
- One or both birth parents are Permanent Residents.
- One or both parents are Temporary Residents with a VALID Work Permit or Study Permit.
- One parent is a Refugee Claimant.

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- One parent is here on Religious Duty.

A child is NOT fundable when:

- At least one parent is not a Permanent Resident, Canadian Citizen, or does not hold a valid work or study permit.
- The parent(s) are not ordinarily resident in British Columbia.
- The parent's work permit is not valid for at least one year.
- The parent's study permit does not meet the criteria.
- When legal guardianship documentation is not provided

ENROLLMENT PROCEDURE

A family will apply to the Chilliwack school district using the online registration process.

The school will:

- Ensure that all the required documents have been provided in Vivos.
- Upload all required documentation to MyEd.
- Ensure that the Citizenship tab in MyEd is filled out for **all** students (country of birth, country of citizenship and citizenship code) **Note: Temporary permits need to fill in length of stay, visa status and visa expiration date.**
- Collect previous school data.
- Contact family with a start date.

A query for “Visa Expiration Date” can be used to ensure documents remain up to date.

ADMINISTRATIVE PROCEDURE 312 STUDENT RECORDS

All student records shall be maintained in a manner that ensures the confidentiality of information and the privacy of students and their families and becomes a part of the student's file.

As per the Ministry of Education (Permanent Student Record Instructions / Student Records Order), Permanent Student Records must be retained by Districts for 55 years after a student has withdrawn or graduated from school and stored according to District policies and/or administrative procedures. All student records, either in written and/or electronic form, shall be subject to the following procedures regarding content, access and retention.

Definitions

School Act:

"parent" means, in respect of a student or of a child registered under section 13,

- (a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the *Family Law Act* that allocates parental responsibilities, does not have parental responsibilities in relation to the student's or child's education, or
- (b) a person who usually has the care and control of the student or child.

Permanent Student Record (PSR) consists of the following **two** parts:

1. Form 1704.
2. A minimum of the two most recent years of Student Progress Reports (including documentation to support orally communicated letter grades) **or** an official copy of the Transcript of Grades.

Student File (student record): shall be established and maintained for each student enrolled in the public education system. The student file will contain copies of current records used in the planning and administration of the student's education program.

Procedures

The principal/designate is responsible for the establishment and maintenance of a record for each student registered in his/her/their school including security of the access to records (School Act Section 79).

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The student record consists of all information collected or maintained by the District pertaining to the student but does not include notes prepared by and for the exclusive use of a teacher or administrator.

Contents of student records:

Any information placed on a student's record must be done so with the knowledge:

- That the student, and his/her/their parent/guardian, as defined in the School Act, have access to all information contained in the student record (School Act, Section 9).
- That the information is considered to be official documentation of the District.

The student's school file shall contain but not be limited to the following:

- A copy of learning updates/report cards.
- Individual educational plans.
- Medical information.
- Indigenous Education Information.
- A summary of interpretive tests and/or interpretive reports based on such tests. All such entries shall include the name of the person conducting the test (e.g., classroom teacher) and the entry date.
- Demographic information including legal name, birthdate, legal guardianship, citizenship and visa information if applicable, and other information as required by the Ministry.
- Court orders as indicated by the legal alert.
- Other documents (i.e., name change or immigration document).

Removal or Correction of Student File Entries

Persons with access rights according to the School Act, section 9, may request the principal/designate to correct entries in a student's record.

The principal/designate, on receiving such a request, shall make a ruling with regards to the request from the student or the parent/guardian

If the principal/designate denies the request to alter the student record, the record shall be annotated with a notation of the proposed correction and that the correction was denied.

Related Legislation: *School Act* and Regulations Ministerial Orders M14/91, M190/91 Sharing Information with Probation, [Youth Criminal Justice Act](#), [Freedom of Information & Protection of Privacy Act and Regulations](#)

Related Contract Article: Nil

Adopted: Mar 25, 1993

Amended: January 27, 2015, September 8, 2023, September 13, 2023

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The principal/designate shall be responsible for the periodic culling of information from student records.

Disposal of student information shall be done in a way that preserves confidentiality, as for example, use of the console for shredding.

Confidentiality of Student Information and Access to Records

A student record is confidential.

Access to the student record shall be permitted only to the student or a parent/guardian as defined in the School Act. A parent/guardian without parental responsibilities for educational decisions respecting the student, may obtain access to the student record only if:

- The person with parental responsibilities for educational decisions respecting the student has consented in writing, or
- The parent without parental responsibilities with respect to the student is granted access to the student's record by a court order, or
- There is a written agreement between the parent/guardian with parental responsibilities for educational decisions respecting the student and the parent/guardian without such responsibilities that permits access to student information.

The principal/designate shall determine which school staff shall be authorized to access a student's record. As a guideline, staff access is to be limited to teachers in direct contact with the student or to support staff with direct responsibility for the maintenance of student records. The Superintendent/Designate shall determine and make known to schools, which District staff have access to student records.

Any examination of the student record by a student or parent/guardian, as defined in the School Act shall occur in the presence of the principal/designate to interpret the records. Prior arrangement shall be required in order to give the principal/designate adequate opportunity to arrange for the examination of the student's record and for the redacting of any confidential information which refers to another student or individual whose confidentiality must be protected and may be compromised through this process.

Transfer of Student Records

In the event that the student transfers to another school within the District, the entire student record shall be sent directly to the principal/designate of the receiving school upon receipt of the appropriate request for records.

Related Legislation: *School Act* and Regulations Ministerial Orders M14/91, M190/91 Sharing Information with Probation, [Youth Criminal Justice Act](#), [Freedom of Information & Protection of Privacy Act and Regulations](#)

Related Contract Article: Nil

Adopted: Mar 25, 1993

Amended: January 27, 2015, September 8, 2023, September 13, 2023

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Where a District receives a request from a District in British Columbia to which a student transfers, the District must transfer the student's file.

When a student transfers to an independent school or an educational institution outside of British Columbia, a copy only of the documents set out in section 2 above will be transferred upon receipt of a request from the principal/designate of the receiving school. The original Student File is to be maintained at the school as set out below.

No records are to be provided to 'schools' that are not public schools or independent schools, as defined in the Independent Schools Act and in British Columbia, listed in the Ministry document Public and Independent Schools Book.

Laser Fische system shall be maintained at each school by the principal/designate for the purpose of recording all student record transfers.

Principals/Designates shall comply with requests for copies of a student record only when such requests are accompanied by written authorization to release the information, signed by the student, or by the parent/guardian, as defined in the School Act.

Retention of Student Records

The Permanent Student File includes electronic and/or paper records as mandated by the Ministry of Education (Permanent Student Record Instructions / Student Records Order). Documents include the Permanent Student Record (also known as the 1704 form) and inclusions, and the Official Student Transcript or the two most recent Student Progress Reports.

The Permanent Student Records and Official Transcripts must be retained by the District for 55 years after a student has withdrawn or graduated from school (Ministry of Education – Permanent Student Records Instructions / Student Records Order). After five years, the principal/designate will provide the Permanent Student Records and Official Transcripts in electronic format to the School Board Office.

Appeals Regarding A Decision of An Employee:

As per Policy 390 – Resolving Concerns, the Board of Education believes that when a parent/guardian has a concern about the action or decision of any employee, their concern should be first channeled through the employee and then the principal of the school. If resolution is not reached at the school level, a concern may be forwarded to the appropriate Assistant Superintendent before being referred to the Superintendent for consideration.

Pursuant to Section 11 of the BC School Act and Board Bylaw 4: Appeal Procedure, a student and/or the student's parent/guardian may appeal an action taken by Board personnel that they

Related Legislation: *School Act* and Regulations Ministerial Orders M14/91, M190/91 Sharing Information with Probation, [Youth Criminal Justice Act](#), [Freedom of Information & Protection of Privacy Act and Regulations](#)

Related Contract Article: Nil

Adopted: Mar 25, 1993

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believe significantly affects the education, health, or safety of the student, once the above steps have been considered.

Related Legislation: *School Act* and Regulations Ministerial Orders M14/91, M190/91 Sharing Information with Probation, [Youth Criminal Justice Act](#), [Freedom of Information & Protection of Privacy Act and Regulations](#)

Related Contract Article: Nil

Adopted: Mar 25, 1993

Amended: January 27, 2015, September 8, 2023, September 13, 2023

ADMINISTRATIVE PROCEDURE 342 SELECTION OF LEARNING RESOURCES

OBJECTIVES:

The Board affirms that it is the responsibility of its professional staff:

1. To provide materials that will support the learning outcomes and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and societal standards.
3. To provide a range of materials on issues so that young citizens may have an opportunity to develop and practice critical analysis in order to make informed judgments in their daily lives.
4. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection.

RESPONSIBILITY:

While selection of learning resources may involve many people (administrators, teachers, students, parents, community persons, resource staff), the responsibility for the selection of school-based learning resources rests with the principal and teaching staff.

CRITERIA:

1. The following criteria will be used as they apply:
 - a) Learning resources shall support and be consistent with the policy directives of the Ministry of Education and Child Care and with the provincially prescribed curriculum.
 - b) Where possible, educators will provide choice in reading materials to promote student interest and personalization as mandated by the BC redesigned curriculum. Social considerations are some of the most challenging criteria with which to evaluate a learning resource. Ideally, BC students should see themselves and their life experiences, as well as their community and society at large, reflected and validated in the learning materials in their classroom (Source: Focused Education Resources).
 - c) Learning resources should be fair, objective, and free from inappropriate images, bias, propaganda, discrimination and stereotyping, except where a teaching/learning situation requires illustrative material to develop critical thinking about such issues.

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- d) Learning resources shall be representative of the many religious, ethnic, and cultural groups and of their contributions to our national heritage and the world community.
 - e) Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend their own duties, responsibilities, rights, and privileges as participating citizens in our society.
 - f) Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
2. Learning resources should not be used except to meet specific prescribed learning outcomes; for example, to recognize propaganda and its purpose in a given context or to balance an argument.
 3. The selection of learning resources on controversial issues will be directed toward maintaining a balanced collection representing various views. Learning resources shall clarify historical and contemporary forces by presenting and analyzing intergroup tension and conflict objectively, placing emphasis on recognizing and understanding social and economic problems.
 4. Emphasis will be placed on the selection of Canadian and local learning resources where appropriate. These resources include learning materials from a variety of media by or about a Canadian person, about a region or event, and/or published or produced in Canada.
 5. Learning resources should be current, interesting, engaging and meet high standards of quality in factual content and presentation.

PROCEDURES:

1. In selecting learning resources, professional personnel will evaluate available resources and curriculum needs and will consult reputable, professionally prepared sources. The actual resource will be examined first-hand whenever possible.
2. Recommendations for purchase may involve administrators, teachers, students, parents, district personnel and community members.
3. Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.
4. Selection is an on-going process that should include the removal of materials no longer appropriate according to the criteria for the selection of learning.

Related Legislation: [Ministerial Order 333/99](#), the Educational Program Guide Order; section 5.

Related Contract Article: Nil

Cross Refs:

Adopted: March 23, 1988

Amended: December 1994; January 2005; February 7, 2023

ADMINISTRATIVE PROCEDURE 343 PROCEDURES FOR DEALING WITH CHALLENGED MATERIALS

Request for Informal Reconsideration:

1. The school receiving a complaint regarding a learning resource by a parent/guardian/caregiver shall try to resolve the issue informally.
2. The principal, teacher-librarian or other appropriate staff member shall explain to the questioner the school's selection procedure and criteria, and the qualifications of those persons selecting the resource.
3. The principal, teacher-librarian or other appropriate staff member shall explain the particular place the questioned resource occupies in the educational program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resource.
4. If the questioner wishes to file a formal challenge, a copy of the district Learning Resources Policy and a Request for Reconsideration of Learning Resources form shall be provided by the principal to the party concerned.

Request for Formal Reconsideration:

Preliminary Procedures:

1. Each school will keep on hand and make available Request for Reconsideration of Learning Resources forms. All formal objections to learning resources must be made on these forms.
2. The Request for Reconsideration of Learning Resources forms shall be signed by the questioner and filed with the principal or designate.
3. The District Officer in charge of curriculum shall be informed of the formal complaint received.
4. The District Officer in charge of curriculum will meet the questioner and attempt to resolve the issue and may refer the challenge to a reconsideration committee for re-evaluation of the resource.
5. Requests for reconsideration of materials in district collections shall be referred to a reconsideration committee.

Reconsideration Committee Process:

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1. Upon receipt of a request for formal reconsideration of a learning resource, the principal is responsible for forming a reconsideration committee and setting the date for the first meeting.
2. Membership of the committee should include persons not involved in the school where the dispute has arisen:
 - One (1) school-based administrator selected by the Chilliwack Principals and Vice-Principals Association (CPVPA)
 - One (1) member of the district staff chosen by the Superintendent or designate
 - One (1) teacher chosen by the Chilliwack Teachers' Association (CTA)
 - One (1) teacher-librarian chosen by the Chilliwack Teacher Librarians Association (CTLA)
 - One (1) parent selected by District Parent Advisory Council (DPAC)
 - One (1) student chosen by the student council of a secondary school, when the dispute exists in another secondary school.
3. The committee is responsible for naming the chair of the committee at the first meeting.
4. The reconsideration committee may choose to consult district support staff and/or community persons with related professional knowledge.
5. The reconsideration committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the District's Learning Resources policy.

Resolution:

1. The reconsideration committee shall:
 - Examine the challenged resource.
 - Determine professional acceptance by reading critical reviews of the resource.
 - Weigh values and faults and form opinions based on the material as a whole rather than passages or sections taken out of context.
 - Discuss the challenged resource in the context of the educational program.
 - Discuss the challenged item with the individual questioner when appropriate.
 - Prepare a written report based on the criteria in the District Learning Resources Policy.
2. The school principal shall receive a copy of the report.
3. Written reports, when completed, will include the minutes of the meeting(s) and the rationale for the decision made by the committee, and shall be circulated to the

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complainant, the Superintendent, the District Officer responsible for curriculum, school principals and teacher librarians.

4. Once filed, reports will be available for examination by trustees, appropriate personnel, and parents/guardians/caregivers.
5. The written report shall be discussed by the school principal with the individual questioner if requested.
6. The decision-making process of the reconsideration committee shall be by consensus and is binding for the district.
7. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the reconsideration committee to the Board of Education as the final review panel.

Guiding Principles:

1. Only learning resources not on the approved list of Focused Education Resources can be challenged.
2. Any parent/guardian/caregiver of the school community may raise objection to learning resources used in the school's educational program despite the fact that the individuals selecting such resources were duly qualified to make the selection, followed the procedures and observed the criteria for selecting learning resources.
3. A challenged learning resource should not be summarily removed from circulation.
4. Access to challenged material may be restricted during the reconsideration process by the principal in consultation with the teacher-librarian and/or teacher.
5. The principal should review the selection and objection rules with the teaching staff at least annually. The staff should be reminded that the right to object to learning resources is one granted by the policies enacted by the Board of Education.
6. A parent/guardian/caregiver has the right to determine reading, viewing, or listening matter for only his/her/their own children.
7. Although it is the learning resources which are challenged, the principles of freedom to read/listen/view must be defended as well.
8. The major criterion for the final decision is the appropriateness of the material for its educational use.

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9. A decision to sustain a challenge shall not necessarily be interpreted as judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.



Request for Reconsideration of Learning Resources

Initiated by: _____

Address: _____ Telephone: _____

_____ Postal Code: _____

School Name: _____

Representing: ☐ Self ☐ Group

RESOURCE QUESTIONED:

Book Title: _____

Author: _____ Publisher: _____

Copyright Date: _____ ☐ hardcover ☐ softcover

Non-Book Title/Name: _____

Type of Resources: _____
(*magazine, video, website*)

Publisher/Producer: _____

Please respond to the following questions. Please attach additional comments.

1. Did you review/read the entire resource? ☐ yes ☐ no
If not, what sections did you read/review?



2. To what do you object? Please be specific - cite pages or sections.

3. What do you believe is the main idea of this material?

4. What do you feel might be the result of a student using this material?

5. What do you think is the value of this material?



6. Are you aware of the judgment of this material by professional critics? What do you understand this to be?

7. What would you prefer the school do about this work?

- ☐ not recommend it or assign it to my child
- ☐ limit its use to a specific age group. (If so, specify).

8. In the place of this material, would you care to recommend other material you consider to be more appropriate?

Name (please print)

Signature

Date

Please return this form to the school principal. A copy will be sent to the Superintendent

ADMINISTRATIVE PROCEDURE 345 GUIDELINES FOR CONDUCTING RESEARCH STUDIES IN CHILLIWACK SCHOOLS

All persons wishing to conduct research in Chilliwack schools must complete an Application for Permission to Conduct Research and submit this, together with the required documentation to the Office of the Superintendent for review.

1. REVIEW

1.1. Review may be applied for in three categories:

- Full review for thesis research or major projects.
- Expedited review of minor research projects (e.g., fulfilling requirements to do research for a course-based master's degree).
- Request to post information in schools to recruit research participants outside of school hours and off school property.

1.2. On receipt of an application, the proposed research study will be reviewed by the Office of the Superintendent for the following:

- Relevance: research will contribute to the field of educational practice.
- Risks and benefits for participants: sufficient information to allow for a sound decision to be made on behalf of students and families, including sensitivity of questions, and the methodology used.
- Privacy: adequate provision for confidentiality or anonymity, including storage and eventual disposal of data collected.
- Commercial assessments: sufficient technical information about the validity and reliability of the instrument to make a decision about use.
- Intrusiveness: amount of classroom time required, staff involvement, or requests for other special arrangements.
- Scope: proposed contact group, number of participants and schools or district offices involved.
- Timing: sensitivity to busy periods of the school year, such as year-end, exam period, or during major assessments.

1.3. If permission is given:

- Researchers with projects that are acceptable upon review may contact principals or managers for permission to seek consent from study participants.
- Permission carries no implication for commitment from schools, staff, students, or parents/guardians/caregivers.
- Parents/guardians/caregivers that make individual decisions to participate in research activities without district or school sanction will do so outside of school hours and premises.

2. CRIMINAL RECORD CHECK

Related Legislation: Nil

Cross Reference: Form 345A: Application for Permission to Conduct Research

Adopted: April 24, 2001

Amended: May 9, 2023

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK)

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- 2.1. Applicants who are not district employees and who will have direct contact with students must undergo a criminal record check and submit the report to the Office of the Superintendent prior to conducting research.

3. FREE AND INFORMED CONSENT

- 3.1. To ensure informed consent, sufficient and explicit information about the nature and purpose of the research will be given to parents/guardians/caregivers.
- 3.2. Consent may be obtained through information sent home to parents/guardians/caregivers with the option to have the student not participate, except for cases where the research procedures involve contact with students on an individual basis. In this case, informed written consent from parents/guardians/caregivers must be obtained.
- 3.3. Participating students must be informed that their involvement is voluntary and that they may withdraw from participation at any time.

4. RESULTS

- 4.1. Researchers will submit a report of the results to the Office of the Superintendent upon completion.
- 4.2. Researchers will make results available to participants upon request.

5. ONGOING CONTACT

- 5.1. Researchers will advise the Office of the Superintendent in a timely manner if:
 - the research extends beyond one year.
 - adverse incidents or unintended negative consequences occur.
 - there are changes to the scope or nature of the project.



APPLICATION FOR CONDUCTING RESEARCH STUDIES IN CHILLIWACK SCHOOLS

Name: _____ Date: _____

Organization/Institution: _____

Research Project Description:

How does this research contribute to education?

Who will participate? (teachers, students, administrators, how many, what level)

Timeline for Survey and Research Completion:

Attach:

sample questionnaire

parent consent form

ethics committee approval

faculty advisor's support

RETURN TO:
Superintendent of Schools
8430 Cessna Drive
Chilliwack BC V2P 7K4
tel: (604) 792-1321 fax: (604) 792-9665

ADMINISTRATIVE PROCEDURE 350 BOARD/AUTHORITY AUTHORIZED COURSES

The Ministry of Education requirements are listed in the document Board/Authority Authorized Courses: Requirements and Procedures. The requirements for BAA courses define the structure, components and rigor of a course. They consist of the following:

1. Course Name
2. Grade Level
3. Number of Credits
4. Rationale
5. Organizational Structure
6. Learning Outcomes
7. Instructional Component
8. Assessment Component
9. Learning Resources

Teachers (individuals and groups) who wish to seek approval for a BAA Course shall use the following procedures to be considered in the course calendar for the following school year.

1. Discuss the concept of the proposed course with their school principal before proceeding with the application.

Indigenous-focused Graduation Requirement – additional considerations:

- a. After discussion with the school principal, the teacher will present the BAA course idea to the Indigenous Education Advisory Committee (IEAC) prior to course development.
 - b. IEAC will help to establish a First Nations (FN) co-developer to work along-side the teacher.
 - c. Following co-development, the teacher and community member(s) will present the course to the IEAC.
 - d. Upon acceptance by the IEAC a letter of support will be provided, and the team will follow the BAA course approval process.
2. Make a thorough assessment of the student needs the course would meet. Consult with counsellors and other subject teachers to determine the level of interest in the proposed course. Ensure that the course meets all Ministry of Education requirements.
 3. Prepare and submit an overall outline of the proposed course using the BAA Course Application. Submit a print copy of the proposed course to the school principal for signature who will then forward it to the Superintendent or designate before October 15th.
 4. If approved, the Superintendent or designate and school principal will take the proposal to the Curriculum and Instruction Committee for review prior to Board approval.

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 33 (CHILLIWACK)

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5. Each BAA course will be evaluated on a 3-year cycle.
6. These procedures must be completed before April 1st for Board Authorized Courses to be offered in the following school year.
7. BAA Courses will normally be evaluated at the conclusion of the year in which the course is first offered. A brief written report is to be submitted to the Superintendent or designate. An evaluation of the learning outcomes and student performance may also be required.

Samples of requirements and procedures may be found at the Ministry of Education website:
http://www.bced.gov.bc.ca/graduation/baa_regprod.pdf.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by:	Date Developed:
School Name:	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name:	Grade Level of Course:
Number of Course Credits:	Number of Hours of Instruction:

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Course Synopsis:

Goals and Rationale:

Indigenous Worldviews and Perspectives:

- How will this reference to Indigenous First Peoples Principles of Learning (FPPL) impact the teaching, learning and assessment in this course?

Course Name:

Grade:

BIG IDEAS

Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i>	<i>Students are expected to know the following:</i>

Big Ideas – Elaborations**Curricular Competencies – Elaborations****Content – Elaborations**

Recommended Instructional Components:

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Learning Resources:

Additional Information:

ADMINISTRATIVE PROCEDURE 356 SAFE AND CARING SCHOOLS: SEXUAL ORIENTATION AND GENDER IDENTITY OR EXPRESSION

The following procedures are designed to ensure that all students and staff have access to safe and caring work and learning environments, regardless of sexual orientation, gender identity or expression.

1. DISTRICT RESPONSIBILITIES

- 1.1. Education is the primary purpose of the district. The educational programs in Chilliwack schools shall include curriculum topics and learning resources that reaffirm the inclusion of all members of our community regardless of sexual orientation or gender identity. In addition, staff shall have resources and training available to help them promote the values of the district and its vision.
- 1.2. The district shall build greater awareness of and responsiveness to the harmful effects of isolation resulting from homophobic and or transphobic discrimination.
- 1.3. The district shall develop, promote and implement respectful and proactive strategies and measures to support students, staff and community members of all sexual orientations or gender identities.
- 1.4. The district shall establish consistent and widely understood and maintained school-based policies and practices to ensure that 2 Spirit, Lesbian, Gay, Bisexual, Transgendered, Queer/Questioning, Intersex, Asexual, Plus, (2SLGBTQIA+) members of school communities and their families are welcomed, accepted and included in all aspects of education and school life.

2. CONDUCT

- 2.1. The district is committed to acting when there is evidence of discrimination and harassment as a result of sexual orientation, gender identity and expression.
- 2.2. Each school code of conduct shall include statements that prohibit language or behaviour that degrades or incites hatred, prejudice, discrimination or harassment towards others on the basis of sexual orientation, gender identity and expression.
- 2.3. All staff have the individual and collective responsibility to identify discriminatory attitudes and behaviours of students, staff and community members and strive to eliminate systemic inequities and barriers for students, staff and community members who identify themselves based on sexual orientation, gender identity and expression.

- 2.4. All staff have an obligation to intervene in any interaction involving the use of homophobic and or transphobic statements, comments, and behaviours regardless of the speaker's intentions, and to convey that such comments are against policy and will not be tolerated in the school/worksite community.
- 2.5. The Safe and Caring Schools policies should be shared and reviewed annually as part of student and staff orientation to a school year and similar practices should be undertaken at all district sites.

3. CURRICULAR LEARNING, LIBRARY RESOURCES, SPORTS, FIELD EXPERIENCES

- 3.1. Administrators shall actively support teachers striving to include in their teaching positive images and accurate information about history and culture which reflects the accomplishments and contributions of individuals and community members who are 2SLGBTQ+.
- 3.2. The district encourages the formation of Gender and Sexuality Alliance clubs (GSAs), where students or staff request this support
- 3.3. Teacher librarians shall be encouraged to examine their existing collections to restrict learning resources that contain homophobic and or transphobic bias as well as to consider this bias in any future purchasing of resources.
- 3.4. All students should be provided the same opportunities to participate in any sex-segregated athletic activities in accordance with their gender identity in accordance with the eligibility rules established by BC School Sports.
- 3.5. Transgender students may participate on competitive sports teams in sex-segregated sports in accordance with the eligibility rules established by BC School Sports.
- 3.6. Overnight field experience accommodations for transgender students will be considered on a case-by-case basis, in consultation with parents and school staff.
- 3.7. Students should be given accommodation that prioritizes their emotional and physical safety.

4. WASHROOMS, CHANGE ROOMS AND SIGNAGE

- 4.1. In circumstances where students are separated by gender, the decision will be the student's in consultation with parents and school staff.

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- 4.2. The use of washrooms and change rooms by transgender students shall be assessed on a case-by-case basis, with the goals of maximizing the student's social integration, safety and comfort. This shall be done in consultation with the student, parents and appropriate school staff.
- 4.3. Each school will provide a least one easily accessible and clearly marked gender neutral washroom/change room for use by any student/staff.
- 4.4. The use of a gender-neutral washroom is a matter of choice for students/staff and not a compulsory requirement.

6. HOME, SCHOOL AND COMMUNITY RELATIONS

- 5.1. The district shall work to educate parents to prevent discrimination based on sexual orientation and gender identity and to promote the positive contributions of 2SLGBTQ+ people within society.
- 5.2. The district shall encourage partnerships that promote effective participation in the education process by community organizations who are supportive of the 2SLGBTQ+ issues and who are committed to the vision of the Chilliwack Board of Education.
- 5.3. The district shall acknowledge through its communications to students, staff, and the community that many students will identify as 2SLGBTQ+ or live in 2SLGBTQ+ families and shall be positively recognized and included as such at all grade levels.

7. SELF IDENTIFICATION AND STUDENT RECORDS

- 7.1. By request, staff will be addressed by their chosen name(s) and pronoun(s) that align with their gender identity and gender expression.
- 7.2. By request, students in consultation with parents will be addressed by their chosen name(s) and pronoun(s) that align with their gender identity and gender expression.
- 7.3. If a student consents, such requests will be shared with appropriate teachers, and noted in any materials (i.e. class lists, timetables, ID cards, report cards, awards etc.) that are accessible to other staff members, including TTOCs.
- 7.4. The district shall ensure that all personal information relating to transgender students and staff shall be kept confidential in accordance with applicable privacy laws. School district staff shall not disclose any information that may reveal a student's transgender

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status or sexual orientation to others, unless legally required to do so or unless the student has authorized such disclosure.

- 7.5. Whenever permitted by law, requests made by a student or the parent/guardian to change an official record to reflect their preferred name and/or gender identity will be accommodated.

ADMINISTRATIVE PROCEDURE 357 PLANNING FOR STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES

The Chilliwack School District believes that it is our collective responsibility to support inclusive practices so that all students enjoy equitable access to learning with same-age peers.

The District's model for the delivery of inclusive education focuses on recognizing and building upon the strengths of individual students with the classroom as the primary site of educational programming.

The District supports early identification and intervention for students with disabilities and diverse abilities and promotes equitable access to educational assessments, programming, supports and resources. The District recognizes that all students benefit from universally designed curriculum, planning, instruction and environments.

The District acknowledges the important role of parents/guardians in their child's education and will provide information and opportunities for ongoing consultation regarding their child's educational programming.

Procedures

Services/Supports

- 1.1 The District provides a range of services, resources and supports in a variety of settings which reflect the diversity of students with disabilities and diverse abilities and ensures equitable access to support services.
- 1.2 Inclusive education services are primarily delivered at the school level. The school-based team can access specialized district-level expertise and supports for students as necessary.

Transitions

Principals are responsible for ensuring that transition plans are developed and implemented for all students with disabilities and diverse abilities. These transitions include pre-kindergarten to elementary school, elementary to middle school, middle to secondary school, and secondary to post-secondary/adulthood.

Appeal Process

As per [Policy 390 – Resolving Concerns](#), the Board of Education believes that when a parent/guardian/caregiver has a concern about the action or decision of any employee, their concern should be first channeled through the employee and then the principal of the school. If resolution is not reached at the school level, a concern may be forwarded to the

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appropriate Assistant Superintendent before being referred to the Superintendent for consideration.

Pursuant to Section 11 of the *BC School Act* and Board [Bylaw 4: Appeal Procedure](#), a student and/or the student's parent/guardian/caregiver may appeal disciplinary action taken by Board personnel that they believe significantly affects the education, health or safety of the student, once the above steps have been considered.

ADMINISTRATIVE PROCEDURE 360 PETS / ANIMALS IN THE CLASSROOM

The principal shall approve animals that are brought to schools. Accommodation of animals in schools for educational reasons is permissible, subject to the following:

1. Only animals which are normally available in a local pet store will be considered by the principal. In addition, the principal will consider recommendations of the Medical Health Officer. Specific programs such as the Salmonid Enhancement program are permitted.
2. The staff member who requested approval for the animal in the classroom is responsible to provide suitable containment, feeding, cleaning and other duties connected to the care and accommodation of such animals. The staff member will make every effort to ensure that the animals in the school are free from disease or parasites.
3. Staff members are not permitted to bring their household pets to school except for short-term instructional purposes.
4. Hygiene is a significant factor to be considered. The staff member is responsible for teaching and ensuring diligent hygiene and handling procedures are taught and enforced with students. Appropriate supervision is required any time students are handling animals.
5. Should the health of staff or students be negatively affected by the presence of animals, approval will be withdrawn.
6. Animals will be removed from the school prior to summer vacation. Where animals cannot be removed during other vacation periods, care must be arranged for the animals by the staff member and approved by the principal.
7. Unless accompanied by expert handlers, native wildlife, exotic, venomous or dangerous animals shall not be permitted in schools.
8. Animals are not permitted to roam freely in the school. Animals accompanied by expert handlers must be approved by the principal before visiting the school.
9. Every owner of an animal, other than an assistance dog, while in a public place must obey all posted signs and this administrative procedure.

ADMINISTRATIVE PROCEDURE 362 DISTRICT MAGNET SCHOOLS, SCHOOLS OF CHOICE AND DISTRICT PROGRAMS

Procedure:

1. Prior to any consideration being made, proposals must:
 - a) have a clearly articulated philosophy and mission statement.
 - b) acknowledge parental desire for programs with a particular emphasis.
 - c) fulfill a recognized educational need.
 - d) conform with collective agreements.
 - e) be consistent with Board policy.
 - f) be housed in suitable facilities where space permits.
 - g) be maintained without transportation assistance from the Board.
 - h) be subject to the normal planning schedule established for the district.
 - i) articulate a process for assessing student achievement in relation to Ministry of Education outcomes.
2. Any group seeking to have the Board establish a District Magnet School, School of Choice or District Program should submit an initial proposal to the Board and Superintendent and then work with District administration to develop the philosophical, organizational and/or curricular intent for the proposed District Magnet School, School of Choice or District Program. This would be submitted to the Board for consideration or approval in principle.
3. Following Board approval in principle, the Superintendent will establish a Development Team to conduct a feasibility study.
4. The Development Team will consider the following issues in preparing the feasibility report for Board consideration.
 - a) overview of proposed program including uniqueness, need and primary objectives.
 - b) student, parent, staff and community support, including enrolment estimates and entrance requirements.
 - c) staffing, facility and resource considerations including:
 - if an existing school is to be considered, then consultation with the administration, staff and PAC of that school.
 - any additional financial resources required.
 - staffing issues.
 - marketing plan.
 - catchment area issues.
 - transportation.
 - implementation timeline.

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5. The Board will provide final approval to the proposal after a review of the feasibility study and in consideration of the criteria outlined in Section B of the policy.
6. Upon Board final approval, the Superintendent will establish an Implementation Team to work towards the establishment of the Magnet School, School of Choice or District Program.

Related Legislation: Nil

Related Contract Article: Nil

Cross Refs: Elementary School Capacity Review Report, October 2004; Strategic Plan 2004-08; Admission & Choice Policy

Adopted: April 26, 2005

Amended: May 9, 2023

ADMINISTRATIVE PROCEDURE 365 ALTERNATE DELIVERY FOR PHYSICAL AND HEALTH EDUCATION K-10 CURRICULA

Physical and Health Education K-10 has the unique opportunity for the student, in consultation with their parent/guardian/caregiver, to “opt for alternative delivery” of materials related to sexual decision-making that is contained in the curricula.

Procedure:

1. Students and/or parents/guardians/caregivers who request an alternate delivery model for one or more of the Physical and Health Education curricula will initially meet with the classroom teacher and/or school principal to discuss all learning outcomes of the curricula. For completion, the student is expected to spend the equivalent time to that of the school program.
2. The teacher/administrator will develop an outline of the plan and have it approved by the parent/guardian/caregiver. The plan will include one or more of the following activities (Depending on the amount of curricula to be covered, several of these activities may be required in order to achieve all learning outcomes):
 - Keeping a reflective journal on the learning taking place.
 - Writing a research report that is based on the learning outcomes or write an essay that expresses their opinions about the issues they are learning.
 - Creating a report that in some way summarizes the unit of study.
 - Providing the completed work according to the specified timeline.
 - Others; as assigned by the teacher and/or school principal.
3. The school will provide an overview of the appropriate learning standards, along with guidelines for providing evidence of student understanding of topics covered outside the classroom setting.
4. The alternative delivery agreement and completion of the learning standards will be documented by the teacher and/or school principal.

ADMINISTRATIVE PROCEDURE 367 SPECIALTY ACADEMIES

Guidelines

Students enrolled in a specialty academy must have available sufficient instruction to meet the general requirements for graduation. Students enrolled in specialty academies take a course or courses as a part of their graduation program that require additional learning outcomes beyond the learning outcomes required by the standard educational program.

Before a school can offer a specialty academy, the specialty academy and the schedule of fees for the specialty academy must be approved by the Parents' Advisory Council. The fees will relate to the direct cost incurred by the Board that are in addition to the costs of providing a standard educational program.

The catchment area for the specialty academy will be the same catchment area as that of the school where the specialty academy is being offered.

Approval Procedure

1. The Parents' Advisory Council of the school where a specialty academy is to be offered must advise the Board of the need for the specialty academy prior to March 1st of each school year.

The request to the Board for approval of a specialty academy must include:

- a) a description of the specialty academy and the benefits of the program.
- b) the number of students who can be expected to take advantage of the program based on certain evidence and student/public demand.
- c) an explanation of how the proposed program can be expected to work in relation to current programs and any effect it may have upon other programs.
- d) needed equipment and space requirements and indicate whether they are already available within the system.
- e) the course(s) required to complete the academic requirements of the specialty academy.
- f) the course hours of any specialty academy courses required in the specialty academy.
- g) cost of program (on budget year basis) that includes:
 - all relevant costs (salaries, benefits, supplies, services, etc.).
 - first year costs with particulars of any non-reoccurring start-up costs.
 - second year costs to indicate impact on future budgets.
 - cost-per-pupil, with comparison to District norms and other special programs.
- h) the approved schedule of fees.
- i) indicate the source of revenue for the program i.e. Special Approvals, Federal or Provincial grants, fees, support from the District's Foundation.

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- j) confirmation of the approval of the specialty academy by the Parents' Advisory Council.
2. The Board must approve any new specialty academies and its schedule of fees, and make the schedule of fees available to the public, prior to May 31st of each school year.
3. Once the Board has granted approval for a specialty academy, subsequent approval is not required by the Parents' Advisory Council or the Board unless the specialty academy has not been offered for three consecutive school years. The Parents' Advisory Council will review the schedule of fees for a specialty academy annually.

ADMINISTRATIVE PROCEDURE 370 STUDENT FIELD EXPERIENCES

Descriptions

Curricular Related Field Experiences: These experiences are directly linked to the outcomes of the school's educational program and students may be assessed on outcomes related to knowledge or skills related to the field trip experiences. While fund raising is permitted, additional fees to students may not be charged. These trips are not optional although students may be exempted under special circumstances.

Examples: Museum; Science World

Co-Curricular and Extra-Curricular Field Experiences: These activities although not directly linked to the learning outcomes for the school's educational program have direct educational value. Fund raising or additional fees for students for these activities are permitted. Parents and students must be advised that participation is optional.

Examples: School Teams; Student Leadership Programs

Travel for Educational Growth: Various organizations and commercial companies sponsor and/or assist in student travel or exchange programs. These activities support student development from a more global perspective and may not be linked to a particular program of studies. Fund raising or additional fees to students for these activities are permitted. Parents and students must be advised that participation is optional.

Examples: "Open House Canada" or Board sanctioned student exchange programs; Spring Break European Travel

Approval Categories

Routine: All field experiences which take place and are completed within one calendar day require the permission of the principal. A record of these field experiences shall be kept by the principal at the school.

Special: All field experiences that involve more than one calendar day require the approval of the Superintendent or designate. These requests must comply with all appropriate regulations and must be approved at **least twenty school (20) days** prior to the date for which the program is planned. A record of these field experiences will be kept by the Superintendent's office.

Unique: All field experiences which involve:

- five (5) calendar days or more;
- travel outside of Canada;
- travel for Educational Growth;
- any destination or activity that involves increased risk for students.

Unique Field trips to "developing" countries" require additional documentation to ensure we have considered all of the "risks" associated with the field trip with potential safety hazards:

Related Legislation: Nil

Related Contract Article: Nil

Adopted: Mar 26, 1992

Amended: December 12, 1995; January 9, 1997; March 24, 1998; November 14, 2000; August 15, 2010; September 15, 2015; August 23, 2016; May 9, 2023

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- a) *Levels of caution documentation from the Foreign Affairs and International Trade Canada website - trips will not be recommended if a high degree of caution is suggested.*
- b) *Documentation of safety precautions provided by the Tour Company/Educators.*
- c) *Documentation of safety and security measures provided for accommodation and work site (if applicable).*

These must receive approval in principle from the Superintendent or designate before the parents/guardians are formally contacted. These requests must comply with all appropriate regulations and must receive approval **at least fifty (50) school days** prior to the date for which the event is planned. A record of these field experiences will be kept in the Superintendent's office.

Provisions will be made for expedited approval for unscheduled or unusual events where usual advance notice is not possible. The Superintendent shall provide regular reports to the Board regarding special and unique field experiences.

The Superintendent and/or designate can cancel all field experiences to destinations that are considered to be unsafe by the Canadian Public Health Organization.

Procedural Requirements

1. Approval for special or unique field experiences shall be requested using the authorized approval form (**Form 370B**).
2. Satisfactory arrangements must be made for the instruction of students who are not participating in the activity. The use of teachers on call (TOCs) must be approved by the Superintendent or designate.
3. Written parental approval is required. For repetitive or frequently scheduled activities such as inter-school games or walks adjacent to the school, the school may follow the procedure of securing written parental permission for the year or term (**Form 370A - Routine**) (**Form 370B – Special/Unique**).
4. Any fundraising activities shall be in accordance with district policies and procedures. Fundraising activities shall commence after approval in principle for the field experience has been granted.
5. It is the responsibility of the principal to ensure that the parent/guardian of each student involved in a field experience is notified regarding the requirements for a field experience procedure.
6. A parental consent and waiver form must be completed for each student participating in Special or Unique Field Experiences (**Form 370C**). Where prescribed medication for a

Related Legislation: Nil

Related Contract Article: Nil

Adopted: Mar 26, 1992

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student is necessary, school personnel must follow [Policy 506](#): Administering Medicines to Students.

7. An itinerary of each field experience and roster of participants must be available in the school office for reference.
8. In the case of a field experience outside Canada, the parent/guardian of the participating student must provide proof of citizenship or status and evidence of adequate medical insurance.
9. All field experiences must be under the supervision of at least one teacher/administrator who shall be named as supervisor. Sufficient additional adult supervision other than the sponsor shall be provided for any field experience for larger student groups or where student safety is a significant factor.
10. The principal and the field experience supervisor shall ensure that all provisions for safety and supervision are established in advance and clearly communicated to parents and students. The principal is responsible for determining the level of supervision required by the trip and for approving suitable supervisors. The field experience supervisor should ensure appropriate first aid supplies are accessible.
11. For field experiences involving swimming activities, the principal must ensure supervision by a person(s) with minimum of a Bronze Cross level lifesaving certificate (a student with certification may act as a lifeguard providing the activity is supervised by an adult).
12. For field experiences involved in boating activities, all students must have swimming skills at the Red Cross survival swimming level (Level 5) or equivalent as a minimal requirement. All participants in boating activities must wear an approved personal flotation device. For boating activities involving canoeing or kayaking, the adult instructor must have appropriate certification or equivalent experience.
13. The use of approved helmets is required for skating, cycling, skiing, snowboarding or other activities that might result in head injuries.

For further reference see [Youthsafe Outdoors: Off-site Experience Safety for BC Schools](#).

TRANSPORTATION

Transportation shall be by school district or other authorized public carrier. Use of private vehicles with volunteer drivers, is permitted only if they are adequately insured and operated by a designated individual with the necessary qualifications.

Parents or guardians must be informed as to the type of transportation that will be used. Parents must be clearly informed if students are required to arrange their own transportation.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: Mar 26, 1992

Amended: December 12, 1995; January 9, 1997; March 24, 1998; November 14, 2000; August 15, 2010; September 15, 2015; August 23, 2016; May 9, 2023

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1. If transportation for field experiences is provided, it shall be in one of the following modes:

School District Transportation: arrangements to be made through the Transportation Department.

Approved Transportation Carriers: eg, commercial travel companies.

Volunteer Drivers: as approved by the principal.

2. If volunteer drivers with private vehicles are to be used, the principal must ensure the following requirements are met:
 - Complete **Form 371B: Student Vehicle Assignment**. This form must be available at the school and carried with the teacher/supervisor. The form documents the following information:
 - Driver's Name(s) and Cell Phone #
 - Confirmation of the following driver documentation:
 - valid class 5 driver's license (permits the operation of a passenger vehicle)
 - Current Volunteer Police Information Check ([Policy 403](#))
 - Completed and Submitted **Form 371A Volunteer Driver Authorization Form**
 - Passenger List
 - The principal or designate must ensure that the driver is provided with a passenger list and destination for each trip including a meeting time and location. The principal should also ensure that students have an alternate plan should the volunteer driver be unable to meet the driving commitment.
 - Seating capacity, including driver, shall be 10 persons or less.
 - There are reasonable grounds to believe that the vehicle is in safe working order.
 - Secondary students in the school district are not authorized to act as volunteer drivers.
 - No financial remuneration is provided to volunteer drivers.
 - In addition to the driver, no more than one passenger may occupy the front seat. Additional passengers may only occupy positions in seats other than the front seat. Seat belts must be worn by all passengers.
 - Elementary students shall not be seated in the front seat of vehicles equipped with air bags. Booster seats are mandatory for children over 18 kg (40 lbs) until their 9th birthday, unless they have reached the height of 145 cm (4' 9").
 - The principal shall ensure that volunteer drivers of private vehicles carry a minimum of \$1,000,000 third party liability insurance. Schools Protection Program (SPP) provides additional automobile liability coverage in excess of the \$1,000,000.

Related Legislation: Nil

Related Contract Article: Nil

Adopted: Mar 26, 1992

Amended: December 12, 1995; January 9, 1997; March 24, 1998; November 14, 2000; August 15, 2010; September 15, 2015; August 23, 2016; May 9, 2023

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Fifteen (15) Passenger Vans: the use of these vehicles is strictly prohibited per [Policy 681](#).

Related Legislation: Nil

Related Contract Article: Nil

Adopted: Mar 26, 1992

Amended: December 12, 1995; January 9, 1997; March 24, 1998; November 14, 2000; August 15, 2010;
September 15, 2015; August 23, 2016; May 9, 2023

STUDENT FIELD EXPERIENCE VOLUNTEER DRIVER AUTHORIZATION FORM

School: _____

Driver's Name: _____

Driver's Address: _____

Driver's Telephone Number: _____

Driver's Licence Number: _____ Expiry Date: _____

Vehicle Owner's Name: _____

Vehicle Owner's Telephone Number(s): (H) _____ (C) _____ (W) _____

Vehicle Licence Number: _____

Year, Make and Model of Vehicle: _____

Insurance Certificate Expiry Date: _____

Insured Limit (3rd party liability – **minimum of \$1 million**): \$ _____Driver Abstract/Driver Record Submitted (10 year Drivers Abstract): ☐ yes

(To obtain a copy of your Driver Abstract, please request online from [ICBC.com](https://www.icbc.com) or call 1.800.950.1498. Have your driver's license number ready.)

Number of Seat Belts in Vehicle: _____ Booster Seats: ☐ yes ☐ no

I hereby affirm that to the best of my knowledge the vehicle identified above is in safe, roadworthy condition and my driver's licence is in good standing. I also affirm that I have never been convicted of impaired driving or any other criminal driving offence and acknowledge the requirement that all vehicle occupants must use seatbelts and booster seats as required. **I acknowledge that booster seats are mandatory for children over 18 kg (40 lb) until their 9th birthday, unless they have reached the height of 145 cm (4' 9"). I will not allow any child under the age of 12 to sit in the front seat of the vehicle if it is equipped with a passenger side airbag, unless it can be legally deactivated.**

Driver's Signature_____
Date_____
Principal's Signature_____
Date

ADMINISTRATIVE PROCEDURE 377 FRENCH IMMERSION

The District French Immersion Programs are intended to be inclusive-programs, including students with a variety of aptitudes, cultures and backgrounds. Students will be admitted to the District Early French Immersion program at the Kindergarten and Grade One levels if space is available. Students will be admitted to the District Late French Immersion program at the Grade Six level if space is available. In cases where the number of applicants exceeds the number of spaces available, a waitlist will be created. See “Selection Processes” below.

EARLY FRENCH IMMERSION

REGISTRATION

1. The District will endeavor to inform parents about the Early French Immersion Program as an alternative education program of choice.
2. The District will hold an information meeting for interested parents/guardians.
3. Information will be provided to parents regarding the application process.
4. A parent information meeting and deadlines for submitting applications for the District Early French Immersion Program shall be scheduled so as to allow sufficient time for decision-making and discussion prior to application.
5. All applicants will be informed in writing as to whether or not they have been accepted in to the District Early French Immersion Program.
6. Parents/guardians will have one week after notification to accept or decline their placement.

STUDENT ELIGIBILITY

1. Parents must apply on-line to the Early French Immersion Program. Acceptance into the District Early French Immersion Program will follow, provided that space exists.
2. Students enter in Kindergarten or Grade One, and they may enter in Grade One up to September 30 of that student's Grade One year, if space is available and placement is appropriate in accordance with an existing wait list.

3. Entry to the program at other than the Kindergarten or Grade One level up to September 30 will be considered only if there is adequate space, if the student is adequately proficient in French and with permission of the principal.
 - a. Parents/guardians can apply online through the school district website,
 - b. French language competency in this case will be determined by the school principal in consultation with district program personnel and appropriate teachers,
 - c. Adequate proficiency is defined in Ministry Policy #96-12 as follows:
“...sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of 4 to 8 weeks of adjustment to the program.”

SELECTION PROCESS

1. Any parent/guardian may make an on-line application for their child to be enrolled in the District Early French Immersion Program.
2. All students residing in the City of Chilliwack will be given priority over non-residents.
3. Where applications exceed spaces at the Kindergarten level, placement is made through a random draw from all applicants.
 - a. A lottery system for selection will be used at the Kindergarten level,
 - b. The draw will be supervised at École Cheam Elementary by the Director of Instruction (or designate), and the school principal,
 - c. A waiting list will be maintained of those who are not selected.
Within one week of the draw, district personnel will contact all families to advise them of their placement in a Kindergarten class or their position on the waitlist,
 - d. Parents/guardians will have one week to accept or decline and then district personnel will make additional selections based on the waitlist, if spaces are made available.

4. Registration will be given in the following priority:
 - a. Students who reside within the City of Chilliwack,
 - i. Siblings of students already in the District Early French Immersion Program will be given priority if they are also applying for Early French Immersion, and if the sibling is currently attending École Cheam Elementary, up to Grade Four at time of application,
 - b. Out-of-district students.
 - i. Siblings of students already in the District Early French Immersion Program will be given priority if they are also applying for Early French Immersion, and if the sibling is currently attending École Cheam Elementary, up to Grade Four at time of application,
 - c. Students who were not granted entry in Kindergarten will maintain their place on the waitlist for Grade One Early French Immersion the following year.
5. Transfers out of the program will be made through a consultation process including the principal, parents and teachers in agreement that the transfer is in the best interests of the student.

LATE FRENCH IMMERSION

REGISTRATION

1. The District will endeavor to inform parents about the Late French Immersion Program of choice.
2. The District will hold an information meeting for interested parents/guardians.
3. Information will be provided to parents/guardians regarding the application process.
4. The Parent information meeting and deadline for submitting applications for the District Late French Immersion program shall be scheduled to allow sufficient time for decision-making and discussion prior to application.
5. All applicants will be informed in writing as to whether or not they have been accepted into the District Late French Immersion Program.

6. Parents/guardians will have one week after notification to accept or decline their placement.
7. District personnel will notify all regular catchment area schools as to the status of Late French Immersion applicants following the processing of applications and those students will be pre-transitioned to the Late French Immersion home school.

STUDENT ELIGIBILITY

1. Parents of Grade Five age children (entering Grade Six in September) must apply on-line to the District Late French Immersion program. Registration in the District Late French Immersion program will follow, provided that space exists.
2. Students enter in Grade Six and they may enter in Grade Six up to September 30 of that student's Grade Six year, if space is available and placement is appropriate in accordance to an existing wait list.
3. Entry to the program at other than the Grade Six level up to September 30 will be considered only if there is adequate space, if the student is adequately proficient in French and with permission of the principal.
 - a. Parents/guardians can apply online through the school district website,
 - b. French language competency in this case will be determined by the school principal in consultation with district program personnel and appropriate teachers,
 - c. Adequate proficiency is defined in Ministry Policy #96-12 as follows:
"...sufficient language skill to permit the student to be able to comprehend instruction in the subjects taught in French, assuming a period of 4 to 8 weeks of adjustment to the program."

SELECTION PROCESS

1. Any parent/guardian may make an on-line application for their child to be enrolled in the District Late French Immersion Program.
2. All students entering Grade Six residing within the City of Chilliwack will be given priority over non-residents.

3. Where applications exceed places at the Grade Six level, placement is made through a random draw from all applicants.
 - a. A lottery system for selection will be used at the Grade Six level,
 - b. The placement will be supervised at either Vedder Middle School or Chilliwack Middle School by the Director of Instruction (or designate), and the school principal,
 - c. A waiting list will be maintained of those who are not selected,
 - d. Within one week of the on-line application period closing, district personnel will contact all families to advise them of their placement in a Grade Six class or their position on the waitlist,
 - e. Parents/guardians will have one week to accept or decline and then district personnel will make additional selections based on the waitlist, if spaces are made available.
4. Registration will be given in the following priority:

Please note: students who are already enrolled in a French Immersion or Francophone Program, or can demonstrate adequate proficiency, are asked to apply to our Early French Immersion Program for Grades Six and Seven at Chilliwack Middle School. Late French Immersion is designed for non-French speakers. As such, priority will be given to students without previous French experience, in the following order:

- a. Students who reside within the City of Chilliwack and are non-French speakers,
 - i. Students who reside on the North Side of Chilliwack, or currently attend a North Side school, will be given priority at Chilliwack Middle School and students on the South Side, or currently attend a South Side school, will be given priority at Vedder Middle School,
 - ii. Siblings of students already in the District Late French Immersion Program will be given priority if they are also applying for Late French Immersion and if the sibling is currently attending the same District Late French Immersion Middle School, up to Grade Seven at time of application,
- b. Students who reside within the City of Chilliwack and who were already enrolled in a French Immersion or Francophone program.

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- i. Same as a.i. above.
 - ii. Same as a.ii. above.
- c. Out-of-district students,
 - i. Siblings of students already in the Late French Immersion Program will be given priority if they are also applying for Late French Immersion, and if the sibling is currently attending the same District Late French Immersion Middle School, up to Grade Seven at time of application.
5. Transfers out of the program will be made through a consultation process including the principal, parents and teachers in agreement that the transfer is in the best interests of the student.

TRANSPORTATION

Transportation to and from District French Immersion schools is the responsibility of the parent.

SUPPORT SERVICES

Support learning services will be available to District French Immersion students from Kindergarten through Grade Eight.

PROPORTION OF FRENCH TO ENGLISH INSTRUCTION

Level	Grade	% of French Instruction	% of English Instruction	English Language Arts Instruction
Early (EFI) Elementary	K-3	100	0	NA
	4-5	80	20	Classroom Teacher
Early (EFI) Middle School	6-7	80	20	Team Teachers
Late (LFI) Middle School	6	100	0	NA
	7	80	20	Team Teachers
Immersion Middle School	8	50-75	25-50	Team Teachers
Immersion Secondary School	9-10	50-75	25-50	Course Based
	11-12	No less than 25	No more than 75	Course Based

These percentages are based on Ministry recommendations.

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The exception to the recommended ratio of French to English instruction would be in cases where teacher preparation time and/or exploratory courses are unable to be covered by a bilingual teacher.

A minimum of 25% French instruction must be maintained to meet Ministry requirements.

English Language Arts as a subject is introduced at Grade 4 for Early French Immersion and Grade 7 for Late French Immersion.



HEALTH & SAFETY

SECTION 400:

405 ADMINISTRATIVE PROCEDURE:	POLICE INFORMATION CHECK - VOLUNTEERS
410 ADMINISTRATIVE PROCEDURE:	SMOKE/TOBACCO AND E-CIGARETTE (VAPOUR) – FREE ENVIRONMENT
417 ADMINISTRATIVE PROCEDURE:	SOCIAL MEDIA
420 ADMINISTRATIVE PROCEDURE:	REPORTING SUSPECTED CASES OF CHILD ABUSE AND NEGLECT
425 ADMINISTRATIVE PROCEDURE:	ADMINISTERING MEDICATIONS TO STUDENTS
427 ADMINISTRATIVE PROCEDURE:	ALLERGIC SHOCK (ANAPHYLAXIS) PROCEDURES
430 ADMINISTRATIVE PROCEDURE:	ASSISTANCE DOGS IN SCHOOLS
450 ADMINISTRATIVE PROCEDURE:	OCCUPATIONAL HEALTH AND SAFETY
480 ADMINISTRATIVE PROCEDURE:	TRESPASSING & MAINTENANCE OF ORDER

ADMINISTRATIVE PROCEDURE 405 POLICE INFORMATION CHECK - VOLUNTEERS

The District believes the involvement of parent and nonparent volunteers can enhance, activities and student learning. This procedure outlines the requirements for all persons serving as volunteers in district schools or on school sponsored activities to submit to a Police Information Check (PIC).

1. All persons offering to serve as volunteers will be screened by the principal or designate to determine the basis for the person's interest. This screening will also help to determine the volunteer's skills and talents, establish their potential contributions to the school, and help to determine an appropriate placement.
2. Each volunteer shall complete the PIC with vulnerable Sector Screening, and submit it in person to the Chilliwack RCMP, or the Police Detachment in the community in which they reside, along with a letter provided by the school site confirming the volunteer's application to serve as a volunteer in the Chilliwack School District.
3. The PIC form will be processed by the Police Detachment. The Police Detachment will provide the results of a completed PIC to the volunteer/applicant.
4. The volunteer/applicant will provide the results of the completed PIC to the Chilliwack School District Office. A designated staff worker (PIC Officer) will be assigned to receive the PIC.
5. PICs that indicate a volunteer has a police record may preclude the applicant from volunteering with the district. The PIC Officer will keep this information in strict confidence and may consult with the Board's legal counsel to assist with a decision.
6. The applicant and principal will be notified as quickly as possible as to the acceptance or denial as a volunteer.
7. Principals will inform parents when their child is working with a volunteer in other than a group setting.
8. In an emergent situation a volunteer who has not been subjected to a PIC may be used on an infrequent basis provided it involves students and teachers in groups and the teacher and principal or designate have confidence in the volunteer's character.
9. Each time a volunteer is involved in a different school a PIC is required. A PIC shall be valid for a maximum of four years. A PIC may be requested at any time at the discretion of the principal.

ADMINISTRATIVE PROCEDURE 410 SMOKE/TOBACCO AND E-CIGARETTE (VAPOUR) – FREE ENVIRONMENT

The District recognizes the dangers to health from smoking, the use of tobacco products, second-hand smoke and e-cigarette (vapour) products. Each student and employee should have the opportunity for full participation in instruction and employment in a smoke/tobacco/vapour-free environment.

The Tobacco and Vapour Products Control Act 2016 prohibits smoking, using tobacco, or holding lighted tobacco, in or on school property except for the purposes outlined in section 2.2(3) of the *Tobacco and Vapour Products Control Act 2016*. The Act also prohibits the use of an e-cigarette or holding an activated e-cigarette on school property.

1. All school district buildings, vehicles and properties will be smoke, tobacco and e-cigarette vapour free. Smoking and the use of other tobacco/vapour products is not permitted in private vehicles on school district property or at school/district sponsored events off school property. All district school property will have signage posted banning the smoking of tobacco and e-cigarettes.
2. Information regarding the hazards of smoking, the dangers of second-hand smoke, the use of tobacco products and e-cigarettes will be an integral part of district communication and education programs.
3. Enforcement of this administrative procedure with students will be within the context of the school code of conduct and will focus on educating students and families about negative health impacts of tobacco and vapour product use. Enforcement can involve the services of the regional health authority.
4. Violations of this administrative procedure by staff may result in disciplinary action.
5. Visitors who violate this administrative procedure will be told to refrain from the conduct or leave the premises.

ADMINISTRATIVE PROCEDURE 417 SOCIAL MEDIA

The District recognizes the importance of providing employees with a clear understanding of the impact of using social media and its appropriate use. In an 'online world' the lines between public and private, professional and personal can become blurred. Even when employees are social networking on their own time, they may be identified as working for, and sometimes representing, the School District in their online communications.

The District recognizes the use of social media and networking as one means of communicating in the online world. However, it is also recognized that the inadvertent misuse of social media by employees has the potential to put the reputation of the School District and its employees at risk. The following procedure has been established to ensure best practices and mitigate both the School District and employees' exposure to risk.

Definitions

- **Social media** – Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Instagram, and Snapchat.
- **Professional Social Media Use** – Professional social media use is defined as any work-related social media activity that is either support services based, or school based (e.g., a District principal establishing a Facebook page for his/her school or a District teacher establishing a blog for his/her class).
- **Personal Social Media Use** – Personal social media use is defined as any non-work-related social media activity (e.g., an employee establishing a Facebook page or a Twitter account for his/her own personal use).

Professional Social Media Use

Maintenance of Separate Professional and Personal E-mail Accounts

Employees who decide to engage in professional social media activities must maintain separate professional (District email) and personal email addresses (Gmail etc). As such, employees must not use their personal email address for professional social media activities. The professional social media presence will utilize a District email address and must be completely separate from any personal social media presence maintained by the employee.

Communication with District Students

Employees who work with students and communicate with students through professional social media sites will follow these guidelines:

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- Professional social media sites that are school based will be designed to address instructional, educational or extra-curricular program matters.
- On school-based professional social media sites that involve students, employees will use the sites for professional purposes only. Employees are not to review any personal social media accounts created by their students.
- Professional social media sites that are non-school based will have a relationship to the mission and function of the District organization creating the site.
- Employees will inform their supervisor before setting up a professional social media presence and acknowledge they have read and understood all district policies and procedures including, but not limited to, those regarding privacy, use of technology and social media.
- Professional district social media sites are to include language identifying the sites as professional social media district sites. For example, the professional sites can identify the District, school, department, or particular grade that is utilizing the site and be linked to the school website.

Guidance Regarding Professional Social Media Sites

- Employees will treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in District professional settings are expected on professional social media sites.
- Employees will exercise caution, sound judgment, and common sense when using professional social media sites.
- Employees will use privacy settings to control access to their professional social media sites to ensure that professional social media communications only reach the intended audience. However, employees are to be aware that there are limitations to privacy settings. Private communication published on the internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. Employees are responsible for understanding the rules of the social media site being utilized prior to utilizing the site.
- Professional social media communication must be in compliance with existing District policies and procedures, and applicable laws, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language.
- No personally identifiable student information may be posted by employees on professional social media sites, including student photographs, without the consent of the students. If students are under the age of consent, their parents/guardians/caregivers must consent.

Monitoring of Professional Social Media Sites

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- Employees using professional social media have no expectation of privacy with regards to their use of such media.
- District/department/site supervisors reserve the right to remove, disable, and provide feedback regarding professional social media sites that do not adhere to the law or do not align with District policies and procedures.
- To assist in monitoring, as a recommended practice to the extent possible, the default setting for comments on professional social media sites is to be turned off or moderated regularly. If the default setting for comments is turned on, the comments on the site must be monitored on a daily basis by the user.
- When establishing professional social media sites, staff will consider the intended audience for the site and consider the level of privacy assigned to the site, specifically, whether the site is to be a private network (for example, it is limited to a particular class or particular grade within a school) or a public network (for example, anyone within the school or a larger group within the District community can participate). It is a recommended practice for professional social media sites to be private networks unless there is a specific educational need for the site to be a public network.
- District/department/site supervisors will maintain documentation of all reported non-compliant communications as well as any violations that are otherwise brought to the supervisor's attention.
- The district/department/site supervisors shall maintain an up to date list of social media accounts created including administrative access, username and passwords.
- Employees shall receive district/department/site supervisor approval prior to setting up social media accounts and platforms.
- District/department/site supervisors shall follow the District guidelines on acceptable District approved online applications.

Media Inquiries

Any media inquiries received via professional social media sites are to be referred to the [Chilliwack School District](#).

Personal Social Media Use

Communication with District Students

In order to maintain a professional and appropriate relationship with students, employees are not to communicate with students who are currently enrolled in District schools on personal social media sites.

Guidance Regarding Personal Social Media Sites

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- Employees are to exercise caution and common sense when using personal social media sites.
- As a recommended practice, employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees have a personal responsibility to understand the rules of the social media site being utilized.
- Employees will not “tag” photos of other employees without the prior permission of the individuals being tagged.
- The posting or disclosure of personally identifiable student information or confidential information via personal social media sites is prohibited.

Applicability of Board policies, District procedures and other laws

- This procedure provides direction intended to supplement, not supersede, existing Board policies and procedures. Users of professional social media sites are responsible for complying with all applicable federal, provincial, and local legislation.
- This procedure is not designed to serve as a code of conduct for social media use. However, all existing Board policies and procedures, and legislation that cover employee conduct, may be applicable in the social media environment.

Additional Inquiries

This document is meant to provide general guidance and not cover every potential social media situation. As social media is a rapidly changing technology, the District will regularly review and will amend this procedure as needed. Should any questions arise, please contact the [Chilliwack School District](#).

ADMINISTRATIVE PROCEDURE 420 REPORTING SUSPECTED CASES OF CHILD ABUSE AND NEGLECT

School District employees have a duty to ensure that reasonable care is exercised, and appropriate action taken, to protect students from harm or risk of harm. Accordingly, employees who have reason to believe that a child has been, or is likely to be, physically or emotionally harmed, or sexually abused or exploited are legally required to report the child protection concern immediately upon discovery. It is an offence not to report a child protection concern.

Definitions

The following definitions, which are based on definitions contained in the Child, Family and Community Services Act, 2002 (the “CFCS Act”), and the B.C. Handbook for Action on Child Abuse and Neglect, apply to this Administrative Procedure.

- **Abuse** – includes sexual abuse, sexual exploitation, physical abuse, emotional abuse, and neglect. For more detailed explanations, refer to the B.C. Handbook, pg. 7-13.
- **Child** – any individual under the age of 19.
- **Duty to Report** – the legal obligation of individuals to report child protection concerns to a Child Protection Social Worker immediately upon discovery of the information.
- **Reason to believe** means that, based on observation or information received, the person believes that the child has been or is likely to be at risk. You do not need to be certain.
- **Neglect** – the failure on the part of those responsible for the care of the child to provide for the physical, emotional or medical needs of a child to an extent that the child’s health, development or safety is endangered.
- **Parent** – the mother or father of a child, a person to whom custody of a child has been granted by a court of competent jurisdiction, or a person with whom a child resides and who stands in the place of the child’s parent.
- **Physical Abuse** – any physical force or action that results in, or is likely to result in, a non-accidental injury to a child and exceeds that which could be considered reasonable discipline.
- **Sexual Abuse and Exploitation** – any sexual exploitation of a child. It may also include any behaviour of a sexual nature towards a child. A child is not considered legally able to consent to sexual touching or activity with an adult.

Duty To Report

1. The legal duty to report is the responsibility of each individual.

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2. Any person with **reason to believe** that a child needs protection, or is likely to need protection, has a duty to report directly to a Child Protection Social Worker at the Ministry of Children and Family Development.

If you have any doubts about whether a report should be made, contact the Child Protection Social Worker and seek advice.

Keep in mind that:

- *You do not need proof – it is the Child Protection Social Worker's job to determine whether abuse or neglect has taken place. Your role is to report your concerns, including disclosures and/or indicators that you have witnessed.*
 - *It does not matter if you think someone else is reporting the situation – you still must make a report.*
 - *It does not matter if a Social Worker is already involved with the child – you still must make a report.*
3. Document the information on the confidential Child Abuse Report Form and follow the protocol as outline in the Reporting Suspected Cases of Child Abuse and Neglect Protocol.
 4. Inform the school administrator after the Child Protection Social Worker has been called.
 5. Informing another person (e.g. counsellor, colleague, principal) does not discharge your legal duty to report directly to a Child Protection Social Worker.
 6. If a child is in imminent danger, police should be called first. Call 911.

Confidentiality

1. All information regarding a report of child abuse made by an employee to the district or to the Ministry of Children and Family Development is confidential and such information is only to be provided to persons authorized to receive such information, as set out in this Administrative Procedure.
2. Completed Child Abuse Report forms are stored securely at the School District Office. Permissions to view these forms are held only by the individual completing the report, the Superintendent, the Assistant Superintendent for Student Services, and the District Principal for Student Services. Copies of the form or notes related to the report must not be placed in the child's regular or cumulative school record, pursuant to the CFCS Act and this Administrative Procedure.
3. All information related to reporting must be retained in a manner that ensures confidentiality and security of such information.
4. Teachers who report other teachers suspected of child abuse do not contravene the BCTF Code of Ethics in making a report of suspected child abuse.

Related Legislation: Ministry of Education's Notification to Protect Children from Abuse Policy; [Child, Family and Community Services Act, 2002](#) (the "CFCS Act"); [B.C. Handbook for Action on Child Abuse and Neglect](#)

Related Contract Article: Nil

Adopted: March 6, 1990

Amended: January 25, 2000; October 11, 2011; June 28, 2023

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Procedures:

Reporting Suspected Cases of Child Abuse or Neglect by a Person Who Is Not an Employee of the District

1. Document the information on the Confidential Report of Suspected Child Abuse & Neglect form.
2. Immediately report the concern to a Child Protection Social Worker at the Ministry of Children and Family Development.
3. Inform the School Principal of your report.
4. Do not inform parent(s), suspected abuser or any other parties.

Reporting Suspected Cases of Child Abuse or Neglect by a Chilliwack School District Employee, Volunteer, or Contracted Service Provider

1. School officials have the primary responsibility for dealing with these allegations; reports to MCFD are not usually required unless there is reason to believe that children may require protection outside of the school setting or the parents are unable or unwilling to take any action required to protect the child.
2. Document the information on the Confidential Report of Suspected Child Abuse & Neglect form.
3. Immediately report the concern to the school principal, who will report to the Superintendent.
4. If the suspected abuser is a school administrator, immediately report to the Superintendent or one of the Assistant Directors of Human Resources.
5. The Superintendent, in consultation with Human Resources, will begin the investigation process.

5.1. School District Employees – Where there are allegations of child abuse by a school district employee, the Superintendent is responsible to investigate the allegations and/or report the matter to the police in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*. The Board and Superintendent have the authority under the *School Act* (s.15) to suspend an employee whose presence threatens the welfare of students. The Board also has the authority under the *School Act* to suspend an employee who is charged with a criminal offence.

5.2. Volunteers – Where there are allegations of child abuse by a volunteer, school officials have the authority to prohibit the volunteer's attendance at school in accordance with *AP416 – Volunteers*, the *School Act* (s. 177.2) if applicable, and the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.

5.3. Contracted Service Providers – Where there are allegations of child abuse by contracted service providers, school officials have the authority to prohibit the service

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providers' attendance at school, in accordance with the School District's contractual rights, property rights, and its authority under the *School Act*.

5.4. Other Persons – Where there are allegations of child abuse by other persons, school officials have the authority under the *School Act* (s. 177) to prohibit the person's attendance on school premises and to seek assistance of the police, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.

6. Parents of children alleged to have been abused in the school setting must be informed by school district official of the allegation and the outcome of the school district investigations, unless there are special circumstances, e.g. relating to a child protection or police investigation, or endangerment of the child.
7. If a parent is reporting, they must inform the Chilliwack RCMP.
8. Do not inform parent(s), suspected abuser or any other parties.

Reporting Suspected Cases of Child Abuse or Neglect by Another School Aged Child

1. School officials have the responsibility and authority under the *School Act* to investigate allegations that a student has abused another student within the school environment, in accordance with Board Policy.
2. School employees and officials must take appropriate action to safeguard a student who is a victim of abusive conduct by other students at school and to notify the parents of the students involved.
3. School officials may notify and/or consult the police or MCFD where appropriate, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.
4. A report to a Child Protection Social Worker is required when there is reason to believe that the child's parent is unable or unwilling to take action required to protect the child or where there is reason to believe that other abuse (including abuse of the alleged abuser) has taken place outside the scope of the school district investigation and the parent is unwilling or unable to protect the child (or the parent is implicated in the abuse).

Suggestions for Supporting the Child During a Disclosure

1. Remain calm and proceed slowly. Set aside the time needed to listen carefully and be supportive. Thank them for trusting you.
2. Document only the facts as the child has told them to you.
3. Questions should be framed in an open-ended, non-leading manner. Leave more detailed questioning to MCFD and/or police.
4. Reassure the child that they have done nothing wrong and that sharing this information will lead to accessing help.

Related Legislation: Ministry of Education's Notification to Protect Children from Abuse Policy; [Child, Family and Community Services Act, 2002](#) (the "CFCS Act"); [B.C. Handbook for Action on Child Abuse and Neglect](#)

Related Contract Article: Nil

Adopted: March 6, 1990

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5. Be honest and upfront about that fact that you will need to share this information with people who are specialized in helping children and their families. **You cannot keep this to yourself, no matter what the child requests.**
6. Ensure that supports are in place for the child.

Forms and Related Documents

[Reporting Suspected Cases of Child Abuse and Neglect Protocol](#)
[Confidential Report of Suspected Child Abuse & Neglect](#)

Related Legislation: Ministry of Education's Notification to Protect Children from Abuse Policy; [Child, Family and Community Services Act, 2002](#) (the "CFCS Act"); [B.C. Handbook for Action on Child Abuse and Neglect](#)

Related Contract Article: Nil

Adopted: March 6, 1990

Amended: January 25, 2000; October 11, 2011; June 28, 2023

ADMINISTRATIVE PROCEDURE 425 ADMINISTERING MEDICATIONS TO STUDENTS

The District believes that the parent/guardian is the primary caregiver to their child and is responsible for administering or supervising (to administer or supervise) the self-administration of medication. The District recognizes that there may be situations where it is necessary that medication must be administered during school hours and when (where) a parent is not available. Therefore, where administration or supervision of administration of medication cannot be done by persons other than employees, the following procedure will be followed to ensure that students remain in optimal health.

Procedure:

Except in emergency situations, designated staff will administer (*or supervise the self-administration of*) medications to students only if the following conditions are met:

1. The medication is required while the child is attending school.
2. A parent has requested the school's assistance and has completed the Medical Alert Form concerning administration at the school.
3. Written authorization and instruction has been received from an attending physician and parent/guardian (refer to Forms 425A and 425C).
4. Where medication, which is administered on a regular basis, is required while the child is at school, parents and authorized community health professional or an authorized employee shall have access to the student to administer the required medication.
5. If a student meets the Provincial Nursing Support Services (NSS) criteria/guidelines and is admitted for NSS services, then the NSS coordinator will "delegate" the medication administration to the applicable school staff. Medication administration is typically delegated to those children who require medication via G-tube and generally not an oral medication. Some oral medications may be delegated (if the need for the medication is required frequently e.g., for prolonged seizure activity).
6. School personnel have received adequate instruction from the parent/guardian and (where the child meets criteria for delegated care), assistance from Nursing Support Services concerning the administration of the medication. More than one employee at a school shall be adequately instructed in the administration of the medication in order to provide an alternative person in cases of absence or unavailability.
7. The medications are provided to the school in their original prescription container.

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8. Other than exceptional temporary circumstances, nonprescription medicines such as acetaminophen are not the school's responsibility. Where there are exceptional circumstances, the school will request that parents complete Form 425C.

NOTE: Nursing Support Services will provide consultation to schools at the time a child is being discharged specifically from NSS services regarding the delegation of medication management. NSS will help develop a plan at this transition with the school following the school's procedure.

Additional Requirements

A log shall be kept in the school stating the name of the student, the date and time of usage of the medication, circumstances surrounding its administration, and any other pertinent information. Each log entry is to be initialed by the person administering or supervising the self-administration of the medication. Form 425B will be used for this purpose.

REQUEST FOR ADMINISTRATION OF MEDICATION AT SCHOOL

Student Name: _____ School Name: _____

A. TO BE COMPLETED BY PRESCRIBING PHYSICIAN

Condition(s) which make medication necessary: _____

NAME OF MEDICATION	DOSAGE	DIRECTIONS FOR USE
1.		
2.		
3.		
4.		
Additional comments: (possible reactions, consequences of missing medication, storage duration)		Physicians Name: <i>(please print)</i>
		Physicians Signature:
		Date:

B. TO BE COMPLETED BY PARENT OR GUARDIAN – INFORMED AUTHORIZATION AND RELEASE

I request the school to give medication (must be in the original container) as prescribed on this form to my child, whose name is: _____. I will notify the school, in writing, promptly of any changes in medication or dosages ordered. I will provide the medications listed above.

- ☐ EPIPEN – I request that the administration of the EpiPen be provided. I understand that the service will be provided by a person without medical or nursing training. It is my responsibility as parent / guardian to provide the school with current EpiPens for my child's use and care.

Date_____
Name – Parent/Guardian_____
Signature – Parent/Guardian

C. INFORMATION & TRAINING

Prior to administration of any medication, each designated staff member who is responsible for the administration or supervision of the medication must date and sign below to indicate they have been informed of administration and/or has been trained, where required, by the public health nurse.

School Year: _____

DATE	STUDENT NAME (please print)	STAFF NAME (please print)	SIGNATURE

D. AUTHORIZATION

Date

Principal's Name

Principal's Signature

E. TRAINING & PROCEDURES REVIEWED

Date

PHN's Name

PHN's Signature

MEDICINE DISPENSING RECORD

Student's Name: _____

Designated Staff Members' Name: _____

Medicine: _____ Dosage: _____

Time to be given: _____

DATE	Initials	DATE	Initials	DATE	Initials

MEDICINE DISPENSING RECORD

Student Name	Teacher Name	Amount	Mon	Tues	Wed	Thur	Fri

Student Name	Teacher Name	Amount	Mon	Tues	Wed	Thur	Fri

Student Name	Teacher Name	Amount	Mon	Tues	Wed	Thur	Fri

Student Name	Teacher Name	Amount	Mon	Tues	Wed	Thur	Fri

REQUEST FOR TEMPORARY ADMINISTRATION OF NON-PRESCRIPTION MEDICATION AT SCHOOL

Student Name: _____ School Name: _____

TO BE COMPLETED BY PARENT / GUARDIAN

Condition(s) which make medication necessary: _____

NAME OF MEDICATION	DOSAGE	DIRECTIONS FOR USE
1.		
2.		
3.		
4.		
Additional comments: (possible reactions, consequences of missing medication, storage duration)		

I request the school to give medication (must be provided in the original container) as prescribed on this form to my child, _____ for the following dates (not to exceed 5 calendar days). I will notify the school promptly of any changes in medications needed. I will provide the medications listed above.

Date_____
Name – Parent/Guardian_____
Signature – Parent/Guardian

ADMINISTRATIVE PROCEDURE 427 ALLERGIC SHOCK (ANAPHYLAXIS) PROCEDURES

The District is responsible for providing a safe environment for the students in our schools. Whereas some students suffer from life-threatening allergic reactions, the District expects that school administrators, teachers and support staff be informed and aware of the threat of allergic shock. They should know measures to reasonably avoid the allergens for affected students and be able to respond to an allergic reaction emergency.

Definitions

- **Anaphylaxis** is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.
- **At-Risk Anaphylaxis** is a condition that is diagnosed and/or stipulated by a Physician and communicated in writing by the Physician to the principal of the school that the student attends.

Procedure

In order for school personnel to effectively respond to life-threatening allergic shock reactions the following procedures are recommended.

1. INFORMATION AND AWARENESS

1.1 Parents - it is expected that parents will identify children with anaphylaxis to the school principal and provide information regarding the following:

- identifying allergens that trigger reaction.
- description of a treatment protocol signed by a physician plus an adequate supply of auto-injectors (or other medications)
- regular updates on the child's condition.
- permission for the posting and sharing of the child's photographs and medical information normally contained in the medical alert form.
- to provide a medical alert bracelet to be worn by the student at all times.

1.2 School Staff - the principal or designate shall ensure that:

- all staff are alerted and the child identified to the staff.
- all staff are alerted to board policy and procedures on managing anaphylaxis.
- allergy alert forms are placed in key locations.
- parents are included in the decision to post information.
- appropriate staff are instructed in the use of the auto-injector in the classroom.
- ensure teachers-on-call are informed on any anaphylaxis students when in service.

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1.3 Training of Staff - the principal with the assistance of public health nurses will provide:

- annually to staff, teachers-on-call and volunteers wherever an anaphylaxis child is enrolled in-service on anaphylaxis and how to respond to an emergency
- all teachers and staff including bus drivers, who are in a position of responsibility for children with anaphylaxis will receive personal training in the use of the auto-injector.
- in-service training including specific information from parents on their child and parent participation in the use of the auto-injector.
- information about the potential sources of specific allergens is widely circulated including visible and hidden food sources of allergens such as in prepared foods, the importance of reading labels, and the danger of cross-contamination through shared utensils and non-food sources.

1.4 Sharing Information with Other Students and Parents – the principal with the assistance of public health nurses will:

- identify students suffering life-threatening allergies to all students in the school and enlist their cooperation in a manner appropriate to the child's age and maturity and in consultation with the parents of the child.
- Consult with the anaphylaxis student prior to sharing the allergy with peers (at secondary school level).
- Instruct students on basic procedures concerning anaphylactic shock.

1.5 Sharing Information with Parents and Parent Organizations

- Principals should inform parents of the presence of a student with life threatening allergies in their child's classroom and/or school and the measures being taken to protect the student.
- Parents should be asked to cooperate and avoid including the allergen in school lunches and snacks.
- Parents may be informed of alternative foods to the allergen, food labeling, ingredient lists to be provided when food is being brought from home.
- Parents should be involved in establishing specific programs for their own children, in training staff in emergency procedures and in reviewing school policies to reduce the risk of exposure to allergens.

2. AVOIDANCE OF THE ALLERGEN

The following recommendations should be considered in the context of the anaphylactic child's age and maturity. As children mature they should be expected to take increasing personal responsibility for avoidance of their specific allergens.

The balance to be achieved in allergen avoidance is to find ways to minimize the risk of exposure without depriving the anaphylactic child of normal peer interactions or placing unreasonable restrictions on the activities of other children in the school. It is understood

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that schools and classrooms will exercise discretion in adapting to the needs of individual children and/the allergens which trigger reactions.

2.1 Ideas for Providing Allergen-Free Areas

- If possible, avoid using the classrooms of an anaphylactic child as a lunch room.
- If the classroom must be used as a lunchroom, establish it as an allergen free area, using a cooperative approach with students and parents.
- Establish at least one common eating area or a section of a single common eating area as “allergen-free”.
- Develop strategies for monitoring allergen-free areas and for identifying high risk areas for anaphylactic students.
- If allergen-free eating areas cannot be established provide a safe eating area for the anaphylactic child.

2.2 Establishing Safe Lunchroom and Eating Area Procedures

The most minute quantities of allergens can trigger a deadly reaction. The school should exercise control over all food products not only those directly consumed by the anaphylactic student. This includes:

- Require anaphylactic students to eat only food prepared at home.
- Discourage the sharing of food, utensils and containers.
- Increase lunch-hour supervision in classrooms with an anaphylactic child.
- Encourage the anaphylactic child to take mealtime precautions like:
 - placing food on wax paper or a paper napkin rather than directly on the desk or table.
 - taking only one item at a time from the lunch bag to prevent other children from touching the food; and
 - packing up their lunch and leaving it with the lunch supervisor if it is necessary to leave the room during lunchtime.
- Establish a hand-washing routine before and after eating.
- If the school has a food service keep the allergen, including all products with the allergen as an ingredient, off the menu. Provide in-service for staff and volunteers with special emphasis on cross-contamination and labeling issues.
- If the school has a vending machine, ensure that products containing the allergen are not available.
- Ensure that tables and other eating surfaces are washed clean after eating, using a cleansing agent approved for school use.

2.3 Ideas Regarding Allergens Hidden in School Activities

Not all allergic reactions to food are a result of exposure at meal times.

- Teachers, particularly in the primary grades, should be aware of the possible allergens present in curricular materials like:
 - play-dough;
 - bean-bags, stuffed toys (peanut shells are sometimes used);

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- counting aids (beans, peas);
 - toys, books and other items which may have become contaminated in the course of normal use
 - science projects
 - special seasonal activities, like Easter eggs and garden projects.
- Computer keyboards and musical instruments should be wiped before and after use.
 - Anaphylactic children should not be involved in garbage disposal, yard clean-ups or other activities which could bring them into contact with food wrappers, containers or debris.
 - Foods are often stored in lockers and desks. Allowing the anaphylactic child to keep the same locker and desk all year may help prevent accidental contamination.

2.4 Ideas for Holidays and Special Celebrations

- Establish a class fund for special events and have the classroom teacher or the parent of the anaphylactic child provide only safe food.
- If foods are to come into the classroom from home, remind parents of the anaphylactic child's allergens and insist on ingredient lists.
- Limit the anaphylactic child to food brought from his or her own home.
- Focus on activities rather than food to mark special occasions.

2.5 Field Trips Ideas

In addition to the usual school safety precautions applying to field trips, the following procedures should be in place to protect the anaphylactic child.

- Include a separate "serious medical conditions" section as a part of the school's registration/permission forms for all field trips in which the details of the anaphylactic student's allergens, symptoms and treatment can be recorded. A copy of this information should be available on site at any time during the field trip.
- Require all supervisors, staff and parents to be aware of the identity of the anaphylactic child, the allergens, symptoms and treatment.
- Ensure that a supervisor with training in the use of the auto-injector is assigned responsibility for the anaphylactic child.
- If practical, consider providing a cell phone for buses used on field trips.
- Require the parent of the anaphylactic child to provide several auto-injectors to be administered every 10-15 minutes en route to the nearest hospital if breathing problems persist or if symptoms reoccur.
- If the risk factors are too great to control, the anaphylactic child may be unable to participate in the field trip. Parents should be involved in this decision.

2.6 Ideas for Substitute Teachers, Parent Volunteers and Others with Occasional Contact

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- Require the regular classroom teacher to keep information about the anaphylactic student's allergies and emergency procedures in a visible location.
- Ensure that procedures are in place for informing substitute teachers and volunteers about anaphylactic students.
- Involve substitute teachers and volunteers in regular in-service programs or provide separate in-service for them.

2.7 Anaphylaxis to Insect Venom

The school cannot take responsibility for possible exposure to bees, hornets, wasps and yellow-jackets, but certain precautions can be taken by the student and the school to reduce the risk of exposure.

- Avoid wearing loose, hanging clothes, floral patterns, blue and yellow clothing, and fragrances.
- Check for the presence of bees and wasps, especially nesting areas and arrange for their removal.
- If soft drinks are being consumed outdoors, pour them into a cup and dispose of cans in a covered container.
- Ensure that garbage is properly covered.
- Caution children not to throw sticks or stones at insect's nests.
- Allow students who are anaphylactic to insect stings to remain indoors for recess during bee/wasp season.
- Immediately remove a child with an allergy to insect venom from the room if a bee or wasp gets in.

In case of insect stings, never slap or brush the insect off and never pinch the stinger if the child is stung. Instead, pluck the stinger out with a fingernail or credit card.

3. EMERGENCY RESPONSE PROTOCOL

Even when precautions are taken, an anaphylactic student may come into contact with an allergen while at school. It is essential that the school develop a response protocols and that all staff are aware of how to implement it. A separate emergency plan should be developed for each anaphylactic child, in conjunction with the child's parents, physician, and **school nurse** kept in a readily accessible location. The plan should clearly identify individual roles.

Anaphylactic children usually know when a reaction is taking place. School personnel should be encouraged to listen to the student. If they complain of any symptoms, which could signal the onset of a reaction they should not hesitate to enact the emergency response. There is no danger in reacting too quickly but there is grave danger in reacting too slowly.

3.1 Symptoms of Anaphylaxis

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Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs, as well as the severity and intensity of symptoms, can vary from person to person and sometimes from attack to attack in the same person.

An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- Skin: hives, swelling (eyes, lips, hands, feet), itching, warmth, redness, rash
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females
- **Critical/Serious: May lead to serious consequences if untreated**
 - **Feeling dizzy, lightheaded or faint**
 - **Swelling of the mouth, throat or tongue, which can cause breathing and swallowing difficulties**

3.2 Emergency Plans

Every emergency plan should include procedures to:

- Communicate the emergency rapidly to a staff person who is trained in the use of the auto-injector.
- Administer the auto-injector (NOTE: Although most anaphylactic children learn to administer their own medication by about age 8, individuals of any age may require help during a reaction because of the rapid progression of symptoms, or because of the stress of the situation. Adult supervision is required).
- Telephone 911 (Inform the emergency operator that a child is having an anaphylactic reaction).
- If no ambulance service is available transport the child to hospital at once.
- Telephone the hospital to inform them that a child having an anaphylactic reaction is en route.
- Notify the police and provide them with a description of the vehicle and license number if transportation is by car.
- Telephone the parents of the child.
- If breathing does not improve or if symptoms reoccur administer epinephrine every 10-15 minutes while waiting for the ambulance and enroute to the hospital.
- Assign a staff person to take extra auto-injectors, accompany (or follow, if necessary) the child to the hospital, and stay with him or her until a parent or guardian arrives.

3.3 Location of Auto-injectors

- Auto-injectors should be kept in a covered and secure area but unlocked for quick access. Although epinephrine is not a dangerous drug, the sharp needle of the self injector can cause injury especially if injected into the fingertip.
- As soon as they are old enough, students should carry their own auto-injectors. Many young children carry an injection kit in a fanny pack around their waist at all times.
- An up-to-date supply of auto-injectors, provided by the parents should be available in an easily accessible, unlocked area of the child's classroom and/or in a central area of the school (office or staff room).
- All staff should know the location of the auto-injectors. Classmates should be aware of the location of the auto-injector in the classroom.

3.4 Role-Playing

The school should occasionally simulate an anaphylactic emergency similar to a fire drill to ensure that all elements of the emergency plan are in place.

3.5 Review Process

School emergency procedures for each anaphylactic student should be reviewed annually with staff, the school nurse and parents. In the event of an emergency response, an immediate evaluation of the procedure should be undertaken.

ADMINISTRATIVE PROCEDURE 430 ASSISTANCE DOGS IN SCHOOLS

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 with special needs, in school or on District property, may be approved by the District when it has been determined by the District that it helps develop independence or when the student requires such use to have equitable access to the services, programs or activities offered by the school, and when the District's criteria have been met to the satisfaction of the Board of Education.

Definitions

As used in this procedure, "Assistance Dogs" 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 individuals with epilepsy.
- Service Dogs – Dogs trained to assist individuals who utilize a wheelchair (as defined in the BC Guide Dog and Service Dog Act)
- Guide Dogs – Dogs trained as guide for a blind or visually impaired person (as defined in the BC Guide Dog and Service Dog Act)

Criteria

A student may be eligible to receive the support of an Assistance Dog if they have a disability or diverse ability (e.g. Chronic Health Condition, Visual/Hearing Impairment, Autism Spectrum Disorder), as defined by the British Columbia Ministry of Education and Child Care. The Assistance Dog must be trained and certified by a training school accredited by either or both the International Guide Dog Federation ("IGDF") or Assistance Dogs International ("ADI") or certified by the Justice Institute of British Columbia. In all cases, the dog/team should be able to present the British Columbia Guide Dog and Assistance Dog Provincial ID Card. The introduction of the Assistance Dog to the school community must not create barriers to other students' learning.

Parent/Guardian Responsibility

1. Provide a letter or recommendation from an "appropriate professional" confirming the diagnosis of a recognized special need, including a recommendation for the use of an Assistance Dog.
2. Provide a certificate of Training for the Assistance Dog from an organization accredited by either the International Guide Dog Federation or Assistance Dogs International.

Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

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3. Pay for all financial implications incurred by the School District and/or school regarding the use and care of the service (e.g. appropriate training for School District staff members)
4. Annually provide the School District with proof of a municipal dog license and proof of up-to-date vaccinations provided by a Doctor of Veterinary Medicine confirming that the Assistance Dog is in good health.
5. Arrange for the personal care and physical needs of the Assistance Dog, including at least one bio-break procedure per day and providing an appropriate kennel and water bowl.

School District/ School Responsibilities

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/caregivers, classroom teacher(s), appropriate Student Services staff, a representative from Assistance Dogs International or other Service provider, the student (when appropriate), other consultants (if necessary), and the District Principal of Student Services to discuss and develop a plan to determine:
 - a) The purpose and function of the Assistance Dog.
 - b) Who will accompany and handle the Assistance Dog outside.
 - c) 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.
 - Considerations for seasonal changes and inclement weather.
 - d) Classroom considerations such as seating arrangements.
 - e) Any necessary changes in routine and procedures and program changes.
 - f) Arrangements for the Assistance Dog to visit the school without students present in order to familiarize it with the school site prior to commencement of services.
 - g) A transition plan for the Assistance Dog and the student.
 - h) A timetable for the introduction for the Assistance Dog to the school and class and for the training of the student's school team (Principal, Teacher(s), Educational Assistants, etc.)
 - i) Rules of conduct around the Assistance Dog for students, staff and the public.
 - j) Disseminating and regulating such rules.

Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

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3. The following letters or information shall be forwarded home and to all students attending the school to inform:
 - a. The school community of the arrival of the Assistance Dog, its purpose, role and regulations regarding the existence of the Assistance Dog at the school.
 - b. 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/caregivers.
 - c. The students who will be sharing transportation where the Assistance Dog will be present.
 - d. Retain all letters regarding the Assistance Dog in the student's confidential file.
4. Inform all staff including teachers, Education Assistants, custodians, support staff, volunteers, Parents' Advisory Council and Health and Safety representatives of the presence of an Assistance Dog(s).
5. Liaise with the District Principal of Student Services to resolve any specific concerns or issues raised regarding the presence of an Assistance Dog.
6. Arrange for demonstrations from Assistance Dogs International 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.
7. Contact the Transportation Department regarding any transportation requirements.
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.

Limiting, Removing or Excluding Assistance Dogs from School

The School District may limit, remove or exclude from school facilities or property any Assistance Dog for reasons it deems appropriate. Examples of such include:

- The Assistance Dog poses a direct threat to the health or safety of an employee, student or others at the 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 does not urinate or defecate in appropriate/designated locations.
- The Assistance Dog solicits unwanted attention toward any member of the student body or school personnel.
- The Assistance Dog vocalizes unnecessarily (e.g. barking, growling or whining).
- The Assistance Dog shows aggression towards people or other animals.

Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC 3

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- 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 designated employee.
- 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 Assistance Dog's presence fundamentally alters the nature of any school programs.
- The student or the student's parents fail to provide or maintain current documentation required by this procedure.
- The student or the student's parents fail to abide by the additional conditions of the terms of an individual education plan regarding their Assistance Dog.

Transportation of the Assistance Dog

In determining the necessity of an Assistance Dog for a student with a disability at school, the district may need to provide direction for transporting the student and the Assistance Dog.

1. Training:
 - The driver and, if applicable, the bus assistant should 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 Dog.
 - The Assistance Dog should practice the bus evacuation drills with the student.
2. Loading/Unloading:
 - The Assistance Dog should board the bus by the steps, not on a lift.
3. Seating Location:
 - The Assistance Dog should be positioned on the floor, at the student's feet.
 - A representative of the Transportation Department will meet with the Assistance Dog's owner to determine whether the Assistance Dog should be secured on the bus with a tether or harness.

Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

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Restrictions and Off-Limits for Assistance Dogs

The School District imposes some restrictions of Assistance Dogs for safety reasons. Assistance Dogs may be excluded or have limited access to certain areas of school facilities or certain programs for safety reasons.

Areas or programs which 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 deny or limit the access of an Assistance Dog to specific programs or areas of that school facility will be on a case-by-case basis.

Staff Assistance Dogs

The District recognizes the benefit dogs can have on students. There may be District staff who wish to bring an Assistance Dog into a school. For safety reasons, Staff Assistance Dogs must be accredited assistance dogs. Staff who wish to bring an Assistance Dog to school shall follow the following procedure:

1. A staff member may provide a written request to the principal of the school and the Assistant Superintendent to bring a Staff Assistance Dog into the School. The written request shall include the information regarding:
 - a. Identifying the school where the staff member shall bring the Staff Assistance Dog.
 - b. Consultation with the school community regarding bringing a Staff Assistance Dog into the school.
 - c. How the Staff Assistance Dog will:
 - Support students.
 - Improve instruction to students.
 - Improve learning for students.
 - Provide emotional support to students.
2. A Staff Assistance Dog must be accredited by the Pacific Assistance Dogs Society ("Staff Assistance Dog").
3. A staff member typically means non-classroom based staff and includes administrative staff, school counsellors, and youth workers.
4. The principal of the school and the District Principal of Student Services must provide written authorization to the staff member before the staff member may bring a Staff Assistance Dog into the school. The authorization is only valid in the school listed in the request.

Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

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Assistance Dog Request Checklist

Student: _____ Date: _____

School: _____ PEN #: _____

MyEdBC Pupil #: _____

The following uses a service dog as a framework for this checklist.

CONSIDERATIONS	COMMENT	YES	NO
1. Is the dog a “trained assistance dog”?	<p>Identify type of assistance dog.</p> <p>_____</p> <p>A “trained assistance dog” can be called a:</p> <ul style="list-style-type: none"> • autism support dog • hearing dog • seizure responsive dog • service dog • guide dog <p>A “trained assistance dog” is NOT called a:</p> <ul style="list-style-type: none"> • skilled companion animal • therapy dog • social dog • facility dog • trained agility dog • police dog • search and rescue dog • helping dog • support dog 		
2. Does the dog perform task(s) or function(s) that mitigate the student’s disability?	<ul style="list-style-type: none"> • hearing • guiding • retrieving objects • carrying objects • pulling a wheelchair • opening doors • seizure alert • allergen alert • diabetes alert • balance or mobility assistance • preventing or interrupting destructive or impulsive behavior • Other: _____ 		

	Has a medical professional confirmed the student's disabilities and diverse abilities and recommended the use of an Assistance Dog?		
3. Do the dog and its primary handler have satisfactory proof of training?	<ul style="list-style-type: none"> • Certificate from IGDF or ADI member organization provided? • British Columbia Guide Dog and Assistance Dog Provincial ID Card? • Other proof of training? _____ 		
	<ul style="list-style-type: none"> • Is it readily apparent that the dog is trained to do work or perform tasks for the student with disabilities and diverse abilities. 		
	<ul style="list-style-type: none"> • If a school employee serves as the primary handler during school hours: <ul style="list-style-type: none"> - Is there a school employee willing to be trained? - Will an outside professional provide the training? 		
4. Does the dog have a current health certificate?	Certificate from veterinarian provided verifying up-to-date vaccinations?		
5. Does the dog have a municipal dog license?	Proof of up-to-date municipal dog license?		
6. Does the dog meet all the Minimum Standards for an Assistance Dog?	Based on observation:		
	i. Dog is clean, well-groomed and does not have an offensive odor;		
	ii. Dog does not urinate or defecate in inappropriate locations;		
	iii. Dog does not vocalize unnecessarily, i.e., barking, growling or whining.		
	iv. Dog does not solicit attention, visit or annoy any member of the general public;		
	v. Dog shows no aggression towards people or other animals; and		
	vi. Dog does not solicit or steal food or other items from the general public.		
7. Is there a plan to communicate with the school community regarding the Assistance Dog?	<ul style="list-style-type: none"> • Information to be sent home to all students outlining the arrival, purpose and role of the Assistance Dog. • Letter to be sent home in any of the classes when the Assistance Dog will be present. 		

Any "No" responses may support denial of request.

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5. If a staff member moves schools within the District, they will be required to issue a separate request and seek a new authorization before bringing in a Staff Assistance Dog to the new school.
6. The school and/or district will not be responsible for expenses related to the training, feeding, grooming or care related to the staff owned Assistance Dog.

Conflicting Disabilities

Employees, students, and parents/guardians/caregivers of a student with medical issues that are impacted by dogs (such as respiratory issues) should contact the school principal if they have a concern about exposure to an Assistance Dog. They will be required to provide medical documentation that identifies the disability and the need for an accommodation. The principal will facilitate a process to resolve the conflict that considers the conflicting needs/accommodations of all persons involved.

Appeal Process

As per [Policy 390 – Resolving Concerns](#), the Board of Education believes that when a parent/guardian/caregiver has a concern about the action or decision of any employee, their concern should be first channeled through the employee and then the principal of the school. If resolution is not reached at the school level, a concern may be forwarded to the appropriate Assistant Superintendent before being referred to the Superintendent for consideration.

Pursuant to Section 11 of the *BC School Act* and Board [Bylaw 4: Appeal Procedure](#), a student and/or the student's parent/guardian/caregiver may appeal disciplinary action taken by Board personnel that they believe significantly affects the education, health or safety of the student, once the above steps have been considered.

Reference:

Autism Support Dogs

<http://www.autismsupportdogs.org>

Assistance Dogs International, Inc.

<http://www.assistedogsinternational.org>

BC and Alberta Guide Dog Services

<http://www.bcguidedog.com>

Guide Dog Foundation for the Blind

<http://www.guidedog.org>

Related Legislation: Nil

Cross References: Policy 608-Assistance Dogs in Schools, Autism Support Dogs, Assistance Dogs International Inc., BC and Alberta Guide Dog Services, Guide Dog Foundation for the Blind, Guide Animal Act of BC

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ADMINISTRATIVE PROCEDURE 450 OCCUPATIONAL HEALTH AND SAFETY

The Chilliwack School District is committed to an occupational health and safety management system that protects its employees and therefore also protects its students, volunteers, contractors, and the general public. The District recognizes that it is an employee's right to work in a safe and healthy environment.

In addition, the District supports Stay at Work and Graduated Return to Work initiatives in order to keep employees connected to the workplace and to support them in their rehabilitation efforts to return to their pre-injury occupation in the shortest possible time.

Responsibilities:

The development and maintenance of a safe and healthy environment is a shared responsibility. Employees at every level are responsible for the District's health and safety culture.

1. Employer – consists of senior leadership responsible for the oversight of all operations of the school district. It shall be the responsibility of the Employer to:
 - establish and maintain adequate standards of maintenance of facilities and equipment.
 - mitigate physical and health hazards and to develop appropriate work procedures.
 - have first aid equipment and attendants as per an assessment.
 - provide employees with the information, instruction, and supervision necessary for the health and safety of employees in carrying out their work.
 - implement health and safety programs and procedures for all employees at the worksite.
 - promote compliance with the Workers Compensation Act and WorkSafeBC Occupational Health and Safety Regulations and orders.
2. Supervisor – persons who instruct, direct, and control employees in the performance of their duties (examples: principals, vice principals, managers, teachers, foreman lead custodians, lead secretaries, and resource teachers, etc). It shall be the responsibility of the Supervisor to:
 - inform and instruct employees in the proper work procedures to obtain optimal output without accidents and occupational disease.
 - secure the observance by employees of proper work methods and regulatory compliance.
 - correct unsafe work practices.
 - be aware of their work area's potential hazards.
 - consult and cooperate with site-based joint occupational health and safety committee representatives.
3. Worker – every employee of the District. It is the responsibility of every employee to:
 - follow procedures, to observe regulations pertaining to their work.

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- report unsafe acts and conditions that they observe.
 - report workplace injuries, exposures, or occupational diseases to their supervisor.
 - cooperate in achieving the objective of a healthy and safe workplace.
4. Occupational Health and Safety Manager - responsible for program developments and implementation in accordance with regulatory and district requirements. This includes:
 - developing, implementing, and monitoring health and safety programs.
 - informing all district employees in program procedures and responsibilities.
 - conducting reviews on the effectiveness of programs and taking corrective action as necessary.
 5. Joint Occupational Health and Safety Committee (JOHSC) - site-based committees as required by the Workers Compensation Act and Occupational Health and Safety Regulations consisting of employer and worker representatives. The JOHSC is responsible to identify and help resolve health and safety issues at the worksite.
 6. District Advisory Committee on Health and Safety (DACHS) - a contractual committee in accordance with the CUPE and CTA Collective Agreements. This Committee is not required by WorkSafeBC. While the site-based Joint Occupational Health and Safety Committees are identified in the Workers Compensation Act and Occupational Health and Safety Regulations, it is recognized that the District Advisory Committee can fulfill an important role from a broader perspective.

ADMINISTRATIVE PROCEDURE 480 TRESPASSING & MAINTENANCE OF ORDER

The Board is committed to and responsible for ensuring the maintenance of order in schools, on school property and at school district events.

Exclusion Orders under Section 177 of the School Act may be issued in circumstances where the principal or vice-principal determines that a person's actions pose a risk to the safety of staff, students and others in the school community, or present a significant and ongoing disruption to the educational programs offered by the school or the School District and include, but are not limited to, unwelcome visitors to schools during the school day, after school and all co-curricular and extra-curricular school functions including sports events, dances and performances.

PROCEDURES:

1. All persons on school property are expected to comply with school rules and regulations. Schools will display a sign at major entrances directing all visitors to report to the office.
2. Visitors are required to report their presence to the school office, inform the school secretary or principal/vice-principal of the purpose of the visit and wear a visitor's identification badge while on school property.
3. The following employees are authorized by the Board to issue Exclusion Orders pursuant to Section 177 of the *School Act*: Superintendent of Schools, Assistant Superintendent of Schools, Directors of Instruction, and Principals and Vice Principals.
4. A staff member who encounters an unwelcome visitor should notify administration. Only if the statutory officer of the Board or his/her designate is unavailable should the staff member direct the visitor to leave. A witness should be present.
5. Any person who is on school property during or after the instructional day may be asked to leave. The request to leave must be made prior to requesting the assistance of the RCMP if the person refuses to leave the grounds or premises after being directed to do so.
6. Where practicable, provide prior notice to the Superintendent of Schools or designate of the intent to issue an Exclusion Order pursuant to Section 177 of the School Act.
7. Provide written notification (**Notice of Exclusion Letter – Form B**) to the excluded person as soon as possible, including reasons for the exclusion, the length of the exclusion, the date for review and information about the avenues for appeal.
8. Provide a copy of **Notice of Exclusion Letter – Form B** to the local RCMP.
9. The principal or vice-principal will document the incident (**Report on the Issuance of an Exclusion Order – Form 480A**), including the following information as a minimum, and send a copy of the letter and the report to the Assistant Superintendent of Schools (letters will be tracked at both the school and district level).

Related Legislation: School Act [RSBC 1996, Part 2 and 3 Sections 6, 20 and 177],

Related Contract Article: Nil

Cross Refs: Policy 313 -Safe Schools; Policy 310 - Student Expectations, Rights and responsibilities, Policy 315 - Weapons

Adopted: Mar 26, 1992

Amended: December 12, 1995; January 9, 1997; March 24, 1998; November 14, 2000; August 15, 2010; September 15, 2015; August 23, 2016; June 8, 2023

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- a. Name of school
 - b. Date, time and location of incident or incidents
 - c. Description of incident or incidents (i.e., what happened, who was involved, etc.)
 - d. Name (and contact information, when possible) of person excluded under Section 177
 - e. Name of principal or vice-principal who directed the person to leave school property
 - f. Length of exclusion
 - g. Date for review of decision to exclude
 - h. Means of delivering the Exclusion Order letter
 - i. RCMP file number for incident (if a file was opened by the RCMP) and name of the attending officer
 - j. Name of person completing the form
10. Any personal information collected in relation to a Section 177 Exclusion Order will be dealt with in accordance with the *Freedom of Information and Protection of Privacy Act*.

APPEALS PROCESS:

1. Persons excluded through Section 177 have 30 days to appeal the decision directly to the Superintendent of Schools or designate. If the Superintendent of Schools made the decision to exclude, the appeal will be forwarded to the Board.
2. A decision on the appeal will be made and communicated in writing within 14 business days of receiving all requested information. In some cases, an appeal of an exclusion under Section 177 could be heard through a Section 11 appeal (Bylaw 4 – Appeal Procedure), where a decision of a board employee significantly affects the education, health or safety of a student.

Maintenance of Order under Section 177 of the School Act
Report on the Issuance of an Exclusion Order
Form 480A



Chilliwack
School District

REPORT TO THE SCHOOL SUPERINTENDENT (DESIGNATE)

Document the incident, including the information listed below as a minimum. Once complete please keep a copy at the school and send a copy to the School District Office to the Superintendent or Designate.

School or District Facility: _____

Date of Incident: _____

Time of Incident: _____

Location of Incident: _____

Description of the incident(s): As much detail as possible (i.e., what happened, who was involved, witnesses etc. Please be objective and leave out assumptions and perceptions as information entered must be FOIPOP compliant)

Name and contact information excluded under section 177 of the School Act:

Name: _____

Contact Information: _____
(Address, Phone Number & E-Mail)

Length of Exclusion: _____
(if applicable)

Name of Principal or Vice-Principal: _____
(Who directed the person to leave the property?)

Date Notice Sent: _____

Date of Review: _____



HUMAN RESOURCES

SECTION 500:

510 ADMINISTRATIVE PROCEDURE:	STANDARDS OF CONDUCT FOR STAFF
525 ADMINISTRATIVE PROCEDURE:	EMPLOYEE RECOGNITION
534 ADMINISTRATIVE PROCEDURE:	SCHOOL ADMINISTRATIVE ENTITLEMENTS
550 ADMINISTRATIVE PROCEDURE:	PUBLIC INTEREST DISCLOSURES

ADMINISTRATIVE PROCEDURE 510 STANDARDS OF CONDUCT FOR STAFF

The purpose of this procedure is to outline the standards of conduct for all employees within the District. These expectations are aligned with the District's core values of equity, kindness, inclusion, collaboration, and innovation, which should guide the behaviors and actions of staff to support the District's vision of Syós:ys lets'e th'ále, lets'emó:t (One heart, one mind, working together for a common purpose).

Definitions

- **District Core Values:**
 - Equity – We commit to ensure that everyone receives the required support and experiences they need to be successful and fulfill their potential.
 - Kindness – We demonstrate caring, compassion and empathy towards everyone in order to create a spirit of connectedness in our community.
 - Inclusion – We believe that meaningful inclusion is a right and we support all learners to feel safe, supported and connected through programming that promotes diversity and personalization.
 - Collaboration – We develop strong relationships and achieve the shared goals in our Strategic Plan through a framework of trust and respect.
 - Innovation – We will continue to be curious, creative and open to new ideas so that we can produce high-quality learning outcomes across the system.
- **Professional Boundaries** – the verbal, physical, emotional and social distances that an employee must maintain in order to ensure structure, security, and predictability in an educational environment (National Association of State Directors of Teacher Education and Certification [NASDTEC] — “Model Code of Ethics for Educators” [2015]).
- **Fiduciary Responsibility** – one in which a person with a particular knowledge and/or ability accepts the trust and confidence of another to act in that person's best interest.
- **Duty of Fidelity** – implied term in the employment contract requiring loyalty on the employee's part to ensure that their actions and behaviours do not undermine the Employer, hurt the reputation of the Employer, put personal self-interest before obligations to the Employer, or create a conflict of interest in their obligations as an employee due to other roles (such as parent or community member).
- **Social Media** – websites and applications that enable users to create and share content or to participate in social networking. (Examples: Facebook, Instagram, LinkedIn, Twitter, etc.
- **Drugs** - For the purposes of this Procedure, the term “drugs” includes but is not limited to cannabis or any substance which affects a person's physical or mental capacity or functioning, which causes a marked change in consciousness, or which has a

Related Legislation: *BC Human Rights Code, Freedom of Information and Protection of Privacy Act*

Related Contract Article: CTA E.2 – Harassment; Administrative Procedures 402.1 and 402.2 Respectful Workplace; Policy 210 Privacy

Adopted: June 28, 2023

Amended: xxxx

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physiological effect when ingested or otherwise introduced into the body, and includes both legal and illegal forms of such substances, but does not include alcohol, or medications taken pursuant to a valid prescription and in accordance with a physician's directions.

Professional Conduct and Communication:

It is expected that all employees be professional and respectful in all their interactions while in service of the District and to conduct their employment responsibilities in an honest, trustworthy, impartial, diligent, and non-offensive manner.

- Employees are expected to maintain a high level of professionalism, treating all individuals with respect, dignity, and fairness.
- Interactions with colleagues, students, parents, and community members should reflect the core values of equity, kindness, inclusion, collaboration, and innovation.
- Effective and professional communication should be practiced at all times, using appropriate language and tone, both in verbal and written exchanges.
- Employees must not make comments or engage in conduct which they know or ought to know is intimidating, humiliating, hostile, offensive, discriminatory, or violent.
- Employees must refrain from any comments or behaviours which are known or ought to be known to discriminate on the basis of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age or unrelated criminal conviction.

Relationships with Students and Parents:

Employees are role models and need to exhibit the highest qualities of character, including honesty, integrity, trustworthiness, and compassion. Employees must never abuse the privileged position of authority, trust, and influence they hold with students and parents.

- Employees must prioritize the safety, well-being, and educational needs of students, providing a nurturing and supportive environment.
- Employees must respect and maintain appropriate professional boundaries between themselves and students, acting at all times in a manner consistent with their obligations under any applicable professional code of conduct.
- All communications with parents and students, both in person and electronic, must respect those appropriate professional boundaries by being formal, courteous, respectful, and relevant to school-related matters.

Related Legislation: *BC Human Rights Code, Freedom of Information and Protection of Privacy Act*

Related Contract Article: CTA E.2 – Harassment; Administrative Procedures 402.1 and 402.2 Respectful Workplace2
Policy 210 Privacy

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- Relationships with students should be based on mutual respect, trust, and appropriate professional boundaries, in recognition of the fiduciary responsibility held by employees in their work with the District.
- When interacting with parents or guardians, employees should strive to establish open lines of communication, listening attentively, and addressing concerns in a timely and respectful manner.

Off-Duty Conduct and Social Media:

An employee's actions at work and in their personal life have the potential to negatively affect the District's operations, reputation and work environment and employees are accountable for those actions. Employees must remember they are role models within the community and must act consistent with their duty of fidelity to the District.

- Employees are expected to maintain a positive and professional image within the community, even when off-duty.
- Personal conduct outside of school hours should align with the core values and should not negatively affect the District's operations, reputation or work environment.
- Employees must not engage in off-duty activities, including online and social media activity, which place them in a conflict of interest whether actual or perceived.
- The use of social media should be approached responsibly, ensuring that content shared does not compromise professional integrity or violate the rights and privacy of students, colleagues, or parents.

Appropriate Use of Confidential Information:

When working with confidential information and systems, employees must always follow relevant district protocols and take appropriate safeguards to ensure it is stored securely and protected against unauthorized access. Compliance is required in accordance with the *Freedom of Information and Protection of Privacy Act*.

- Confidential student records, personal information, and sensitive data must be treated with the utmost care and confidentiality.
- Sharing confidential information with unauthorized individuals is strictly prohibited, except as required by law or authorized by the School District.
- Employees must follow the District procedure for reporting any inappropriate disclosure of confidential, sensitive or non-public information to their direct Supervisor.

Related Legislation: *BC Human Rights Code, Freedom of Information and Protection of Privacy Act*

Related Contract Article: CTA E.2 – Harassment; Administrative Procedures 402.1 and 402.2 Respectful Workplace3
Policy 210 Privacy

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Drug and Alcohol Use:

An employee who is or appears to be impaired during their work hours or while engaged in district work, can have a serious adverse effect on the health, safety, and productivity of district employees, and may undermine parent and community confidence and compromise the reputation of the District.

- The use, possession, sale, or distribution of alcohol, illicit drugs or prescription or non-prescription medication that may have an impairing effect during an employee's work day (including all breaks) and while on District premises or during school-related activities is strictly prohibited.
- Employees must not perform duties for the District while impaired by the effects of alcohol, illicit drugs or prescription or non-prescription medication, ensuring the safety and well-being of colleagues and students.
- Employees are responsible for their use or consumption of alcohol, illicit drugs or prescription or non-prescription medication preceding work and must allow sufficient time for any impairing effects of those substances to have fully resolved prior to the employee attending the worksite.
- If an employee believes that a worker is impaired by alcohol, illicit drugs or prescription or non-prescription medication, or observes what appears to be an unsafe or harmful condition or act, the employee must take reasonable action to prevent that worker from working and report it to their direct Supervisor immediately.
- If an employee requires accommodation for medication use or assistance for substance abuse issues, the school district will provide access to resources and support.

Enforcement and Reporting:

The school district administration will ensure that employees are made aware of this administrative procedure and provide any necessary training or resources to uphold these expectations.

Violations of this administrative procedure may result in disciplinary action, which could include verbal or written warnings, mandatory training, suspension, or termination, depending on the severity of the offense and in accordance with applicable employment laws and regulations.

Employees should report any concerns or violations of this administrative procedure to their immediate supervisor or the appropriate designated authority within the school district. Any knowingly false, frivolous, malicious or reckless allegations of concerns or violations will be subject to appropriate remedial consequences, up to and including disciplinary action.

Related Legislation: *BC Human Rights Code, Freedom of Information and Protection of Privacy Act*

Related Contract Article: CTA E.2 – Harassment; Administrative Procedures 402.1 and 402.2 Respectful Workplace; Policy 210 Privacy

Adopted: June 28, 2023

Amended: xxxx

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By adhering to this administrative procedure, employees contribute to maintaining a positive, inclusive, and supportive environment within the school district, fostering the growth and success of all students.

ADMINISTRATIVE PROCEDURE 525 EMPLOYEE RECOGNITION

On an annual basis, the Board will formally honour regular employees of the school district who have provided continuous long service to the students of the district.

Long Service Recognition

The Board will host an annual reception for all employees including teachers, support staff, principals and vice principals, managers and executive members who have attained 20 continuous years of service in the Chilliwack School District.

The Superintendent, in consultation with the Board, shall be responsible for planning the long service reception.

The long service reception will be conducted as a social event and will include refreshments. Long service employees will be invited to bring a guest to the event and their Principal or Manager may be invited to attend on their behalf.

Long service employees will be provided with a choice of gift valued at no greater than \$200.00.

Retirement Recognition

In June of each year, the Board will host a reception for all retiring regular employees including teachers, support staff, principals and vice principals, managers and executive members who have a minimum of 10 years of service in the Chilliwack School District and who are applying to receive the benefits of a pension plan.

The Superintendent, in consultation with the Board, shall be responsible for planning the retirement reception.

The retirement reception will be conducted as a social event and will include refreshments. Retiring employees will be invited to bring a guest to the event and their Principal or Manager may be invited to attend on their behalf. The retirement reception will be located at a different venue than the long service reception.

Retiring employees will be provided with a choice of gift valued at no greater than \$300.

Ongoing Site-Based Recognition

Principals, Vice Principals, Managers, Executive Staff and Trustees are encouraged to regularly acknowledge the contribution of all staff through informal recognition and conversation. Supervisory staff will be provided with strategies to promote recognition and acknowledgement.

ADMINISTRATIVE PROCEDURE 534 SCHOOL ADMINISTRATIVE ENTITLEMENTS

The Board shall approve, as part of its fiscal responsibility, the allocations of all staff at school and district levels. The Superintendent has the responsibility to develop the necessary staffing allotments compliant with budgetary limits. The Superintendent shall develop administrative regulations for school staffing entitlements for teaching, administrative and support staff. These regulations shall be reviewed annually and revised as necessary.

The Superintendent is authorized to determine the necessary administrative staff requirements for schools and district within the limits set by the Board in establishing the limits of the School District budget.

The current formula is based on number of students (HC).

Elementary Administrative Entitlements

<u>Students (HC)</u>	<u>Administrative Allocation</u>
Less than 200	0.6
200 – 250	0.7
251 – 300	0.8
301 – 350	0.9
351 – 400	1.0
401 – 450	1.2
451 – 500	1.3
501-600	1.4
Greater than 601	1.6

Middle/Secondary Administrative Entitlements

<u>Students (HC)</u>	<u>Administrative Allocation</u>
Less than 275	1.0
275 – 400	1.3
401 – 500	1.5
501 – 700	1.75
701 – 900	2.25
901 – 1200	2.5
1201 – 1400	2.75
Greater than 1400	3.25

ADMINISTRATIVE PROCEDURE 550 PUBLIC INTEREST DISCLOSURES

These procedures support the implementation of Policy 520 Public Interest Disclosure.

Definitions

Capitalized terms in this Procedure have the meanings set out in the Policy, and the following additional terms shall have the following meanings.

- **Designated Officer:** the Superintendent and any other senior member of Personnel designated by the Superintendent from time to time, which includes, in accordance with section V. of this Procedure, the Secretary Treasurer, Assistant Director of Human Resources, and the Chair of the Board of Education.
- **Disclosure Form:** Form 510A: Whistleblower Complaint Report Form.
- **Ombudsperson:** The Ombudsperson of British Columbia.
- **Policy:** Policy 520: Public Interest Disclosures
- **Protection Official:**
 - in respect of a health-related matter, the provincial health officer.
 - in respect of an environmental matter, the agency responsible for the Emergency Program Act.
 - in any other case, a police force in British Columbia.
- **Referral:** a referral of allegations of Wrongdoing received from the Ombudsperson or another government institution for investigation by the School District in accordance with the PIDA
- **Respondent:** a person against whom allegations of Wrongdoing or a complaint of reprisal is made.
- **School:**
 - a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction.
 - the teachers and other staff members associated with the unit, and the facilities associated with the unit.
 - and includes a Provincial resource program and a distributed learning school operated by a board.
- **Supervisor:**
 - an Employee's direct management supervisor.
 - for School-based Employees, the Principal or any Vice-Principal at the School where the Employee is assigned.
 - for Trustees, the Board Chair or the Superintendent.
- **Urgent Risk:** when a member of Personnel reasonably believes that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

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1. Who May Make a Disclosure

- 1.1. Any Employee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred while the Employee was employed or engaged by the School District.
- 1.2. Any Trustee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred while the Trustee was holding office.
- 1.3. Complaints or reports received from members of the public or from Employees or Trustees who were not engaged by the School District at the time that Wrongdoing occurred or is alleged to have occurred are outside the scope of the Policy and this Procedure.

2. How to Make a Disclosure

- 2.1. An Employee or Trustee who reasonably believes that a Wrongdoing has been committed or is about to be committed may make a Disclosure to any of the following:
 - 2.1.1. that person's Supervisor.
 - 2.1.2. the Superintendent.
 - 2.1.3. a Designated Officer other than the Superintendent.
 - 2.1.4. the Ombudsperson.
- 2.2. A Disclosure should be submitted in writing using the Disclosure Form or in other written form, and include the following information if known:
 - 2.2.1. a description of the Wrongdoing.
 - 2.2.2. the name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing.
 - 2.2.3. the date or expected date of the Wrongdoing.
 - 2.2.4. if the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment.
 - 2.2.5. whether the Wrongdoing has already been reported, and if so, to whom and a description of the response received.
- 2.3. 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 Policy or the PIDA will not be provided to an anonymous Discloser, except at the discretion of the Designated Officer and where the Disclosure has provided contact information.

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- 2.4. 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 Designated Officer, or the Ombudsperson.
- 2.5. A Discloser should not make a Disclosure to a person if the allegations relate, in whole or in part, to Wrongdoing by that person, and any person who receives a Disclosure or Referral 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 Policy with responsibility for receiving a Disclosure.

3. How to Make a Disclosure About Urgent Risk

- 3.1. The PIDA permits Employees and Trustees to make public disclosures if the Employee or Trustee 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.
- 3.2. Before making a public disclosure of an Urgent Risk the Employee or Trustee must:
 - 3.2.1. consult with the relevant Protection Official (public health officer, Emergency Management BC, or police).
 - 3.2.2. receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure.
 - 3.2.3. refrain from disclosing, publishing or otherwise sharing Personal Information except as necessary to address the Urgent Risk.
 - 3.2.4. refrain from disclosing any information that is privileged or subject to a restriction on disclosure under the PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege.
 - 3.2.5. seek appropriate advice if the Employee is uncertain about what Personal Information, privileged or other information may be disclosed as part of a public disclosure.
- 3.3. 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 in accordance Section 2: **How to Make a Disclosure**.
- 3.4. 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 Designated Officer.

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4. Referral of Disclosure to Designated Officer

- 4.1. Each Supervisor or other Personnel who receives a Disclosure or Referral under this Policy must promptly refer the Disclosure or Referral, including all Disclosures Forms and other materials supplied, to the appropriate Designated Officer as follows:
 - 4.1.1. Unless the allegations concern alleged Wrongdoing by the Superintendent, the Disclosure or Referral shall first be referred to the Superintendent, who may delegate their duties under the Policy and this Procedure to any other Designated Officer.
 - 4.1.2. If the allegations concern alleged Wrongdoing by the Superintendent, then the Disclosure or Referral should be referred to the Office of the Ombudsperson.

5. Responsibilities of the Designated Officer

- 5.1. The Designated Officer is responsible to:
 - Receive and respond to any Disclosure or Referral.
 - Receive and respond to reports made by Personnel about Urgent Risks.
 - If the Designated Officer reasonably believes that an Urgent Risk exists, the Designated Officer may make a report to the relevant Protection Official.
 - Review allegations of Wrongdoing in a Disclosure or Referral and determine if they fall within the scope of the PIDA or the Policy.
 - Refer disclosures or allegations falling outside the scope of the PIDA or this Policy to the appropriate authority or dispute resolution process, as applicable.
 - If a Disclosure relates to Wrongdoing at another government body that is subject to the PIDA, refer the Disclosure to that institution.
 - Seek clarification of the allegations of Wrongdoing from the Discloser or referring institution as needed.
 - If appropriate, initiate an Investigation into allegations of Wrongdoing in accordance with section VIII. Below.
 - Assess the risk of any Reprisal to the Discloser, and take appropriate action, if any, to mitigate that risk.
 - Manage communications with the Discloser and Respondent.
 - Notify the Discloser and the Respondent of the outcome of the Investigation in accordance with Section 8: Investigations.
 - Ensure that, in accordance with the Privacy and Confidentiality section of this Procedure, all Personal Information received by the School District related to the Disclosure, Referral, request for Advice or any Investigation is appropriately

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protected against such risks as unauthorized access, collection, use, disclosure, theft or loss in accordance with FIPPA and the PIDA.

6. Responsibilities of Employees

6.1. All Employees and Trustees are responsible to:

- 6.1.1. make any Disclosures in good faith and on the basis of a reasonable belief that Wrongdoing has or is expected to occur.
- 6.1.2. refrain from engaging in Reprisals and report all Reprisals in accordance with this Procedure and the PIDA.
- 6.1.3. maintain the confidentiality of Personal Information received in connection with a Disclosure, Referral, request for Advice or Investigation in accordance with the Policy, this Procedure, and the PIDA.
- 6.1.4. provide their reasonable cooperation with investigations by the School District or the Ombudsperson.
- 6.1.5. seek appropriate advice if an Employee is uncertain about whether to make a Disclosure or a public disclosure of an Urgent Risk.
- 6.1.6. comply with the requirements of this Procedure and the PIDA concerning Urgent Risks.

7. Investigations

- 7.1. Every person involved in receiving, reviewing and investigating Disclosures, Referrals or complaints of Reprisals must carry out those function in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under the PIDA.
- 7.2. The School District shall seek to complete all Investigations within 30 calendar days of receipt of a Disclosure or Referral or complaint of Reprisals, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.
- 7.3. The Designated Officer may expand the scope of any Investigation beyond the allegations set out in the Disclosure or Referral to ensure that any potential Wrongdoing discovered during an Investigation is investigated.
- 7.4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the Investigation.
- 7.5. The Designated Officer may consult with the Ombudsperson regarding a Disclosure or Referral 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.
- 7.6. The Designated Officer may refuse to investigate or postpone or stop an Investigation if the Designated Officer reasonably believes that:
 - 7.6.1. the Disclosure or Referral does not provide adequate particulars of the Wrongdoing.

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- 7.6.2. the Disclosure or Referral is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a Disclosure or Referral under the Policy or the PIDA, or does not deal with Wrongdoing.
- 7.6.3. 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 or Referral.
- 7.6.4. the Disclosure relates solely to a public policy decision.
- 7.6.5. the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority.
- 7.6.6. the Investigation may compromise another investigation.
- 7.6.7. the PIDA otherwise requires or permits the School District to suspend or stop the Investigation.
- 7.7. Subject to the School District's obligations under FIPPA and section II1. 3. above, the Discloser and the Respondent(s) will be provided with a summary of the School District's findings, including:
 - 7.7.1. notice of any finding of Wrongdoing.
 - 7.7.2. a summary of the reasons supporting any finding of Wrongdoing.
 - 7.7.3. any recommendations to address findings of Wrongdoing.

8. Privacy and Confidentiality

- 8.1. All Personal Information that the School District collects, uses or shares in connection with a Disclosure, Referral, or 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 Policy, the Procedures and the PIDA unless otherwise permitted or required under FIPPA or other applicable laws.
- 8.2. Personal Information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a Disclosure, a request for Advice, a Referral, or a complaint of a Reprisal shall be limited to the Personal Information that is reasonably required for these purposes.
- 8.3. Any person who, in their capacity as an employee or trustee of the School District, 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 Policy or the PIDA, except with the consent of the Discloser or as authorized or required by the PIDA or other applicable laws.
- 8.4. 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, a Referral, or complaint of a Reprisal or conducting an Investigation, including by ensuring that such information is

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subject to appropriate controls to ensure that it is only shared by its employees and trustees internally on a need to know basis.

9. Reprisals

- 9.1. The School District will not tolerate Reprisals against Employees or Trustees.
- 9.2. Any member of Personnel who believes that they have been the subject of a Reprisal may make a complaint to:
 - 9.2.1. the Ombudsperson, who may investigate in accordance with the procedures set out in the PIDA.
 - 9.2.2. to a Designated Officer, who shall investigate the complaint in accordance with the provisions of this Procedure.
- 9.3. Any member of Personnel who engages in any Reprisals shall be subject to disciplinary action up to and including dismissal.

Whistleblower Complaint Report Form

The District will handle all complaints with strict confidentiality. The process has been designed to protect your identity when communicating your concern. It is important for employees or stakeholders making a complaint to understand that the investigation of a complaint will be most effective if they have provided their name and contact information, when submitting a complaint. Should you not wish to provide your name, reported incidents will still be accepted and investigated as appropriate.

Whistle Blower's Contact Information (Not Required)

Name		Position	
Department/School		Work Phone	
Address		Home Phone	
Best Time/Place to Contact You			

Suspect(s) Information

Name		Position	
Department/School		Work Phone	
Home Address/Home Phone (If Non-Employee)			

Witness (es) Information

Name		Position	
Department/School		Work Phone	
Name		Position	
Department/School		Work Phone	

COMPLAINT: Briefly describe the improper activity and how you know about it. Specify what, who, when, where and how. If there is more than one allegation, number each allegation and use as many pages as necessary.

What improper activity occurred?

For how long has this improper activity been taking place?

Who participated in the improper activity?

Where did this improper activity happen?

What enabled this improper activity to happen (how)?

EVIDENCE

Please describe how an investigator could locate supporting documentation or attach a copy of evidence that you already have in your possession. You should NOT ATTEMPT TO OBTAIN evidence for which you do not have a right of access. As such, whistle blowers are “reporting parties” not investigators.



BUSINESS & SUPPORT SERVICES

SECTION 600:

610 ADMINISTRATIVE PROCEDURE:

**TRANSPORTATION – ELIGIBILITY, CONDITIONS AND
REGISTRATION**

611 ADMINISTRATIVE PROCEDURE:

TRANSPORTATION – OPERATING INSTRUCTIONS

612 ADMINISTRATIVE PROCEDURE:

**TRANSPORTATION – STUDENTS WITH DISABILITIES AND
DIVERSE ABILITIES**

613 ADMINISTRATIVE PROCEDURE:

TRANSPORTATION – REGISTRATION AND FEES

ADMINISTRATIVE PROCEDURE 610 TRANSPORTATION – ELIGIBILITY, CONDITIONS AND REGISTRATION

SCHOOL BUS TRANSPORTATION:

Transportation is provided for eligible school age students attending District schools.

USER FEES:

The Board of Education approved a student transportation user fee for courtesy riders effective September 2016. Courtesy riders must meet eligibility requirements.

The Board approved an annual registration fee for all riders effective May 1, 2021.

TRANSPORTATION ZONES:

There are two zones that define the level of transportation support in the school district.

1. **No Ride Zone** – These are the urban areas of Chilliwack and Sardis (maps attached) that are typically serviced by [City transit](#).
2. **Regular Rider Zone** – Not in the No Ride Zone and the area beyond the walk limits to the catchment area school.

Review of ride zones – Ride zones will be reviewed annually with changes reported to the Board of Education prior to bus registration each year.

WALK LIMITS:

Walk limits are set by the School District and are measured as the shortest distance by public road or public walkway from the primary residence to the catchment area school.

1. Kindergarten to grade 5: beyond 3.0 kilometers; and
2. Grade 6 – 12: beyond 4.0 kilometers.

Note: Students attending their catchment school who exceed the walk limits (and live within a no ride zone) do not qualify for regular ridership but may qualify as a courtesy rider.

An exception to the walk limits may be made for students with disabilities or diverse abilities who are unable to walk to or from school due to a physical or mental disability or diverse ability.

ELIGIBLE RIDERS:

Are student riders approved under Board Policy and are classified as either regular or courtesy riders.

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1. **Regular riders:** There are four (4) categories of students entitled to bussing. An annual registration fee will apply for all riders.
 - a) **Rural riders:** are students whose primary residence is beyond the walk limits and outside the no ride zone of his/her catchment area school. The [School Locator](#) may be used to determine walking distances to the catchment area school.
 - b) **Overflow/alternate school riders:** are students who are asked to attend a school outside his/her catchment area due to lack of space (overflow) or students assigned to a District Alternate Program. Walk limits apply.

Schools are to coordinate with Transportation prior to assigning a student to a new school or program to ensure availability of bussing.
 - c) **Students with disabilities or diverse abilities riders:** are students who are unable to walk to and from school due to physical or mental disabilities or diverse abilities. Approval from Student Services is required, administrative procedure 612 refers.
 - d) **Special program riders:** are students attending special programs approved by the School Board such as special reading programs or drug and alcohol referrals. Bussing may be provided based upon availability of seating on an existing bus route. Walk limits apply.
2. **Courtesy riders:** There are two (2) categories of students eligible for courtesy bussing. **Bussing may be provided based upon availability of seating on an existing bus route.** Busses will not be re-routed and no additional stops will be added. Authorization for courtesy riders will only be considered once regular riders have been accommodated. Services to courtesy riders may be discontinued at any time should additional regular riders require bus transportation. Fees apply to Courtesy riders.
 - a) **Conditional riders:** are students living outside the walk limits but within the no ride zone and attending their catchment area school.
 - b) **School of choice riders:** are students attending a school other than their catchment school by choice (including French Immersion and International Student Program).

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Termination of courtesy ridership – The Board of Education reserves the right to terminate courtesy bussing for students at any time. Should this occur, the Manager of Transportation will provide written notification with a minimum of one week advanced notice.

REGISTRATION:

1. All riders must be registered to ride a school bus. Parents/guardians/caregivers are requested to register their children on-line when registrations open in April, and students must be registered no later than the end of July... Priority will be given to riders whose registration fees are paid or have an approved fee exemption. **Registrations received after July 31st may not be able to be accommodated.**
2. Computers are available for parents/guardians/caregivers at the school and the [School Board Office](#). Registration by telephone will be accepted in exceptional circumstances.
3. Register online [here](#).

PASSENGER LISTS:

Transportation will produce bus passenger lists as required under the Motor Vehicle Act Regulation, Division 11 – School Busses.

BUS PASSES:

All student riders must present a valid photo ID bus pass to the driver to board a bus. Bus passes are produced by the Transportation Department upon registration and payment of applicable bus fees. Passes will be available for pick-up at the Transportation office located at 44877 Yale Road between the hours of 8:00 a.m. – 2:00 p.m., Monday through Friday, until the third week of August. After that, passes will be distributed by the students' afternoon Bus Driver.

LOSS OF BUS PASS:

Bus passes will be reproduced by Transportation for a \$5.00 processing fee. Parents/guardians/caregivers are to call Transportation at 604.792.1255.

TRANSPORTATION ASSISTANCE:

Funding is available to parents/guardians/caregivers of regular riders if the Transportation Department cannot meet transportation requirements. This assistance is provided at a rate of 30¢ per kilometer to a maximum of \$15 per day plus \$1 for each additional child, per family, per trip. Walk limits apply.

RESPONSIBILITIES:

1. **Transportation:** Registration, producing passenger lists, bus passes, and distribution of bus passes to parent/guardian/caregiver or student.

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2. **Parents/Guardians/Caregivers:** Register (all riders) and pay on-line (registration fee and courtesy rider fee) and review the attached school bus safety rules with their children.
3. **Secretary Treasurer:** Oversee the policy.

CODE OF CONDUCT

Be respectful to all other riders, the bus driver, pedestrians and motorists.

Only registered riders shall ride the bus, and must ride their assigned bus. Friends must have approval from the driver to ensure availability of seating.

Waiting for the Bus

1. Be at your assigned stops five minutes before the bus is scheduled to arrive.
2. Stay off the road, and do not throw things in the bus stop area.
3. Wait until the bus comes to a complete stop and the door is open and the driver signals to board.

Boarding the Bus

1. Form a single line as you walk onto the bus.
2. Respect personal space between yourself and the student ahead of you.
3. **Present your Bus Pass to the driver.**
4. Go to your seat and sit down. Students may be assigned to a specific seat.
5. Small items may be carried onto the bus which must be carried on your lap. If the driver thinks an item will block the aisle or seat it will not be allowed.
6. Do not bring items that could cause harm. Examples include alcohol, animals, bikes, drugs, explosive items, glass, sports sticks of any type, fishing rods, laser pointers, lighters, matches, scooters, skateboards, skates without safety bags, skis, ski poles, strong-smelling sprays or liquids, tobacco products, and weapons (real or fake). The driver has the authority to deny or secure objects of concern.
7. Students with instruments that are larger than what can be contained within a small trumpet or small saxophone case will be required to ride on a specific "Band Instrument" Bus Route, as per Transport Canada Guidelines for safety. Please contact your school band teacher or the Transportation Department for specific pick-up and drop-off locations and times.

On the Bus

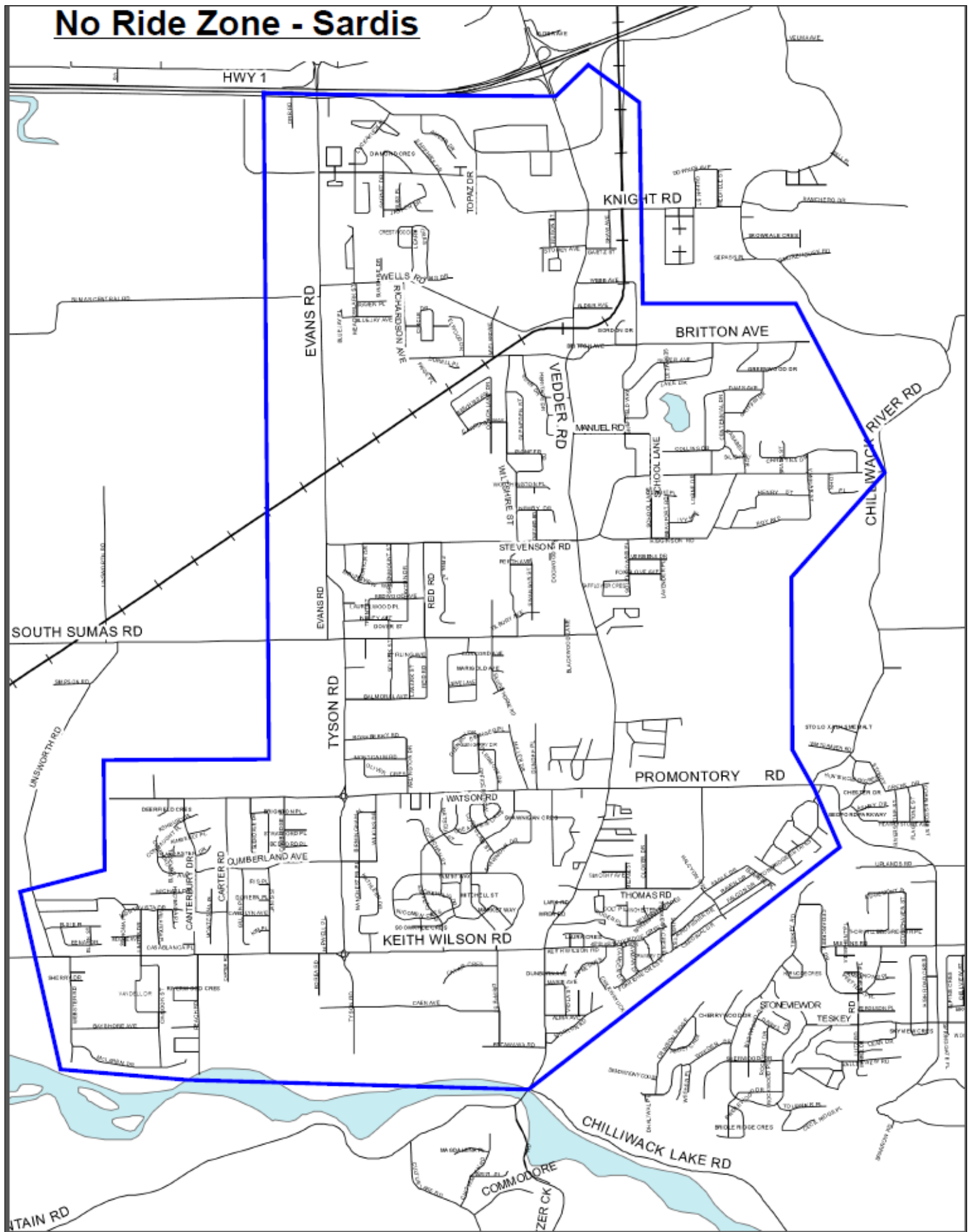
1. Follow the bus driver's instructions.
2. Sit facing forward with your back against the seat. Keep your legs, feet, and personal belongings out of the aisle. Do not sit sideways or turn around in your seat.
3. Put your backpack or book bag on your lap.
4. Keep your belongings inside your backpack or book bag.
5. Use the garbage can, not the floor.
6. Do not put anything outside the window. This includes your hands and head.
7. Use a quiet voice when talking to other riders.
8. Do not eat or drink on the bus.

Leaving the Bus

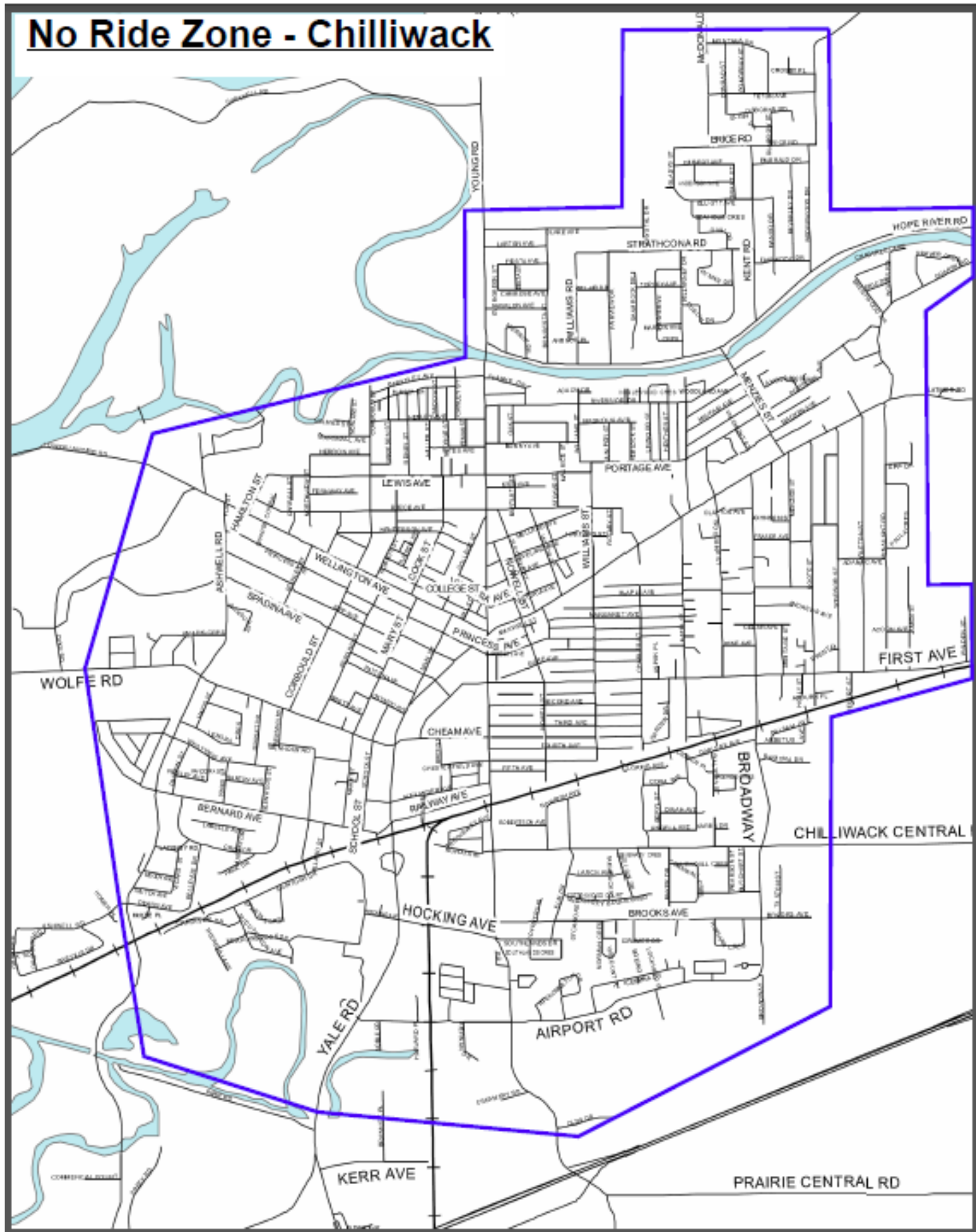
1. Cross at a marked street crossing or intersection where possible.
2. If there is no marked street crossing, walk 3 meters in front of the bus and wait for the bus driver's signal to cross.
Do not cross behind the bus.
3. See the safety brochure "CROSSING THE ROAD SAFELY" on the school district website.

RIDING THE SCHOOL BUS IS A PRIVILEGE, NOT A RIGHT.

No Ride Zone - Sardis



No Ride Zone - Chilliwack



ADMINISTRATIVE PROCEDURE 611 TRANSPORTATION – OPERATING INSTRUCTIONS

SCHOOL BUS ROUTES

Buses operate only on public roads maintained by the Ministry of Transportation, the First Nation on a Reserve, or a Municipality. In order to ensure the safety of students, residents, the school bus and driver; buses will not operate on:

- One lane mountain roads;
- Dead-end streets without a turn around area; or
- High residential area where the road grade is greater than 8%.

Field Trips: The Manager of Transportation must approve all field trips involving school buses operating on narrow, windy, and steep gravel mountain roads. (*Maximum grade not to exceed 13% or 13 meters rise or drop over 100 meters*).

School buses will not be routed off a regular route to embark or disembark students who live within one kilometer off a regular bus route (this is measured from the driveway entrance to the bus stop).

Regular bus routes are set-up to serve the following catchment areas schools.

1. **Yarrow/Vedder Mountain Road areas:** Yarrow Elementary School, Stitó:s Lá:lém Totí:lt Elementary/Middle School, and Sardis Secondary School.
2. **Greendale area:** Greendale Elementary School, Stitó:s Lá:lém Totí:lt Elementary/Middle School, and Sardis Secondary School.
3. **Lickman Road area:** Unsworth Elementary School, Mount Slesse Middle School, and GW Graham Secondary School.
4. **Columbia Valley/Cultus Lake /Chilliwack Lake Road area:** Cultus Lake Elementary School, Mount Slesse Middle School, and GW Graham Secondary School.
5. **Chilliwack River Road area:** Sardis Elementary School, Vedder Middle School, and Sardis Secondary School.
6. **Ryder Lake area:** Vedder Elementary, Mount Slesse Middle School and GW Graham Secondary School
7. **Upper MacSwan/Upper Weeden areas:** Promontory Elementary School, Stitó:s Lá:lém Totí:lt Elementary/Middle School, GW Graham Secondary School

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8. **Eastern Hillside area:** East Chilliwack Elementary School, Rosedale Traditional Community School, and Chilliwack Secondary School.
9. **Rosedale/Popkum area:** Rosedale Traditional Community School and Chilliwack Secondary School.
10. **McSween/Yale Road East area:** Cheam Elementary School, Rosedale Traditional Community School, and Chilliwack Secondary School.
11. **Chilliwack Mountain area:** McCammon Elementary School, AD Rundle Middle School, and Chilliwack Secondary School.
12. **Yale Road west area:** Bernard Elementary School, AD Rundle Middle School, and Chilliwack Secondary School.

All other elementary schools are located in the No Ride Zone.

RIDE DURATION

As a general rule, students will not be carried for a period in excess of one hour per trip to and from school.

CARRYING LUGGAGE IN SCHOOL BUSES (Division 35.09 MVAR):

1. All luggage and small musical instruments must be carried on the student's lap when seated in a school bus in such a manner that the luggage/instrument does not encroach on other passengers and does not reach any higher than the height of the seat back.
2. Neither person nor cargo can intrude into the aisle way or emergency exits.
3. Luggage and instruments larger than described above may be carried in the luggage compartment on fieldtrips or to and from established instrument stop locations.

NOTE: For field trips, schools should have parents/guardians/caregivers transport luggage, or if necessary the school will call Maintenance for assistance when luggage exceeds the capacity of the storage compartments.

SEATING CAPACITY (Division 11.13 MVAR):

1. A passenger on a school bus must be seated comfortably and securely, meaning hips must not extend beyond the edge of the seat cushion.
2. The 84 passenger bus has 28 seats and is capable of carrying 84 elementary students (three to a seat) or 56 other students (two to a seat), providing hips do not extend beyond the edge of the seat cushion.
3. The bus will not proceed unless the driver is reasonably certain that every passenger on the bus is comfortably and securely seated.

RAILWAY CROSSINGS

School buses shall stop for all uncontrolled railway crossings.

BUS STOPS

For enhanced safety, designated bus stops are to be located on a long straight stretch of road where the bus is highly visible to on-coming and following traffic.

In order to minimize the risk to students, bus stops will be kept to a minimum and located as follows:

1. No closer than 200 meters on country roads to minimize disruption of traffic.
2. Away from an intersection and blind spots on a curve or hill.
3. In accordance with Division 11 of the Motor Vehicle Act Regulation where the bus must be visible in both directions for a minimum of 60 meters.
4. At transit stops in the built-up areas if required.

Busses will stop in the safest place regardless of possible inconvenience to individual parents or students.

Students are to be at a designated bus stop at least 5 minutes prior to the scheduled arrival of the bus. If the bus does not arrive within 15 minutes of its scheduled stop students should return home.

Elementary students wishing to leave the bus at a stop other than their regular stop must have a note from a parent or guardian.

VIDEO SURVEILLANCE

Designated school buses have video surveillance cameras installed to monitor and record student behavior. Video recordings may be used as evidence of infractions under the Motor Vehicle Act.

KINDERGARTEN STUDENTS

Transportation is generally not provided to, or from, any address other than the primary residence. No child will be transported to a child-care provider or daycare service one day and home the next day. The regulations regarding transportation zones apply to Kindergarten students.

1. **Morning (Pick-up)** – Students must be brought to the bus by an adult or older sibling.
2. **Afternoon (Drop-off)** – students will take the bus home and be dropped off at a designated bus stop. Those students who do not have older siblings to walk home with must be met at the school bus door by a parent or designated guardian.

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Should no one appear at the bus stop within a reasonable time (2-3 minutes) the driver will keep the student on board and continue with the bus route. Parents are to call the Transportation Department to arrange for pick-up, should no call be received, the student will be returned to the school.

PASSENGER LISTS

Accurate and up-to-date passenger lists (In accordance with Division 11 of the Motor Vehicle Act Regulation) are to be maintained for all scheduled and extra-curricular transportation. Passenger lists for scheduled transportation will be the responsibility of the Transportation Department and extra-curricular transportation will be a school responsibility. Passenger lists must include first and last name of **all passengers**, school, phone numbers and date of birth.

PRE-SCHOOL CHILDREN RIDING IN A SCHOOL BUS

Model 2007 buses and newer have the first two rows of seats fitted with ISO car seat latches. Although child safety seats are not required in buses over 4,536 kg GVW (mini buses) parents are advised to use them.

Parents are responsible for providing the child safety seat and the driver will assist in its installation. Each seat can accommodate one car seat and a parent for a total of 4 car seats per bus.

Schools on field trips are to note the number of pre-school aged children requiring car seat positions on the transportation requisition or call Transportation. Transportation will ensure that buses with car seat latches are provided.

PROCESS FOR DEALING WITH CONCERNS

Normally the **Manager of Transportation** will deal with concerns. Should a concern be unresolved, it may be referred to the **Director of Facilities and Transportation** or the **Secretary Treasurer**.

SCHOOL BUS DISCIPLINE

The Board of Education requires that Bus drivers maintain order on the bus at all times. Bus drivers have a duty to warn students that their behavior may lead to a suspension of riding privileges.

Procedure

1. If the student's behavior does not improve after a verbal warning the driver may issue a written warning. A written warning may result in the student being assigned to a specific seat for a period of time as determined by the driver.
2. If the student's behavior continues to be inappropriate, the driver must inform the Transportation Manager and may recommend suspension of the student's riding privileges. The driver will issue the student a written suspension for parent's signature.

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Loss of riding privileges are both to and from school, extra curricular trips are not included.

3. School bus suspensions

- **First** suspension – 1 day;
- **Second** suspension – 2 days;
- **Third** suspension – 5 days (Principal, Transportation Manager and Driver to meet with parents); and
- **Fourth** suspension – remainder of the school term (term for this purpose shall mean the period of time from September to December or January to March or April to June). Serious cases may result in a discontinuation of transportation services for whatever time is deemed necessary.

RESPONSIBILITIES

1. **Driver**
 - Ensure the bus is in a safe operating condition.
 - Drive safely; obey traffic laws and driving regulations.
 - Maintain order on the bus (teach students expected behavior).
 - Protect students from harm (teach students evacuation drills, crossing the road safely and provide a harassment free ride).
 - Provide a clean bus for students in which to ride.
 - Follow the regular time schedule as conditions permit.
2. **Parent** (Check website under Transportation for safety brochures).
 - Ensure address is visible from road with no obstructions. Highly reflective signage material is preferred.
 - Teach students about safety while waiting or approaching the bus.
 - Teach students to embark and disembark safely at the scheduled stops.
 - Remind students of behavior guidelines.
 - Safety of students getting to, waiting at *or* returning home from a bus stop.
3. **Student**
 - Obey safety and behavior rules.
 - Observe “classroom” conduct while riding the bus.
 - Be on time for the bus.
 - Be mindful of younger children.
 - Knowing that riding the bus is a privilege.
4. **Teacher**
 - Teaching staff or designated supervisor is required to maintain discipline while on field or sports trips and have available an up-to-date passenger list which includes all adults.

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5. **Principal**
 - Discipline that may lead to suspension of bus riding privileges.
 - In serious incidents, the principal will advise the parents and Superintendent.

ADMINISTRATIVE PROCEDURE 612 TRANSPORTATION – STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES

Transportation is provided for students who are assessed by Student Services as unable to make their own way to and from school due to their physical or mental disabilities/diverse abilities. This service is provided on a door-to-door basis depending on accessibility. The Manager of Transportation will determine the suitability of each stop.

All transportation requests for students with disabilities or diverse abilities **must** be approved by Student Services. Once approved, Student Services will submit a request form to Transportation indicating Regular or Courtesy service and any special instructions and supporting documentation as required.

REGULAR RIDERS

1. Students with disabilities or diverse abilities that are designated in low incidence categories and attending neighbourhood schools may be bussed door to door if resources are available. Parents who live in close proximity to the school will be asked to be responsible for their child's transportation.
2. Students who are cross boundary by District arrangement may be provided transportation. Permission should be sought as follows:
 - a. A request should be made to Student Services.
 - b. Student Services will determine the eligibility for Special Needs bussing.
 - c. Transportation will determine if bussing can be provided.
3. **Transportation Assistance allowance** is available to parents/guardians/caregivers of regular riders if the Transportation Department cannot meet transportation requirements. This assistance is provided at a rate of 30¢ per kilometer to a maximum of \$15 per day \$1 for each additional child, per family, per trip. Walk limits apply.

COURTESY RIDERS

1. Students with disabilities or diverse abilities who are not designated in a low incidence category but who have needs that prevent them from walking safely to their neighbourhood school may be considered for courtesy transportation as follows:
 - a. The principal of the child's school makes the request to Student Services.
 - b. Student Services will consult with Transportation as to whether temporary bussing can be accommodated.
2. Students with disabilities or diverse abilities that are designated in low incidence categories who move from one catchment to another during the school year may be

Related Legislation: Nil

Related Contract Article: Nil

Cross Refs: Professional Drivers' Manual, Division 11 Motor Vehicle Act Regulation – School Buses; Board Policy 501 – Student Behavior

Adopted: October 9, 1990

Amended: October 22, 1996; January 14, 2003; September 7, 2004; March 10, 2009; February 23, 2010; September 7, 2012; May 25, 2016; November 3, 2020, March 31, 2023; April 14, 2023

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transported to their original school for the remainder of the year, depending on their individual program requirements. Request for this service should be made by the parents/guardians/caregivers to Student Services.

3. Parents/guardians/caregivers that choose to register their children in a school, other than their catchment area school, are responsible for transportation.

RESPITE CARE

Students with disabilities or diverse abilities that are designated in low incidence categories who receive respite or day care may be bussed if no disruption of schedule or no additional cost is incurred in doing so.

PARENT RESPONSIBILITY

1. Parents/guardians/caregivers must escort the student to and from the bus and assist the driver as required. An adult approved by the parents/guardians/caregivers or an older sibling may escort the student providing they are capable of caring for the student.
2. For the safety of all concerned (fellow passengers, the driver, other motorists and the bus) parents/guardians/caregivers are requested to teach their children (where possible) to behave on the bus as they would in the classroom. Stay seated, keep your hands to yourself, no loud noise and follow all instructions from the driver.

STUDENTS REQUIRING A CHILD SAFETY RESTRAINT

1. Restraint harnesses are provided by the School District for students who need to be restrained because of safety issues related to their disability/diverse ability. The vest provides support by helping hold the wearer upright and has been safety tested to meet Federal Motor Vehicle Safety Standards.
2. Once it has been determined that a student must wear a vest, this decision can only be changed after an assessment has been made by the School Principal who will then notify the parents/guardians/caregivers and the Manager of Transportation. The School Principal will consult with Student Services in this assessment.
3. The E-Z-ON universal harness (model # 103Z) is currently used and comes in two parts, **a zippered vest** for the child and the **seat mount**, which is secured to the seat of the school bus.
4. The vests come in four sizes for children based on waist measurements; 22" extra small (XS), 25" small (S), 28" small medium (SM) and 32" medium (M).
5. Vests are the property of the School District and must be returned clean at the end of each school year and will be re-issued in September. In the case of a lost, damaged or non-returned vest the replacement cost of \$600.00 per set will be added to the student's school account.

RESPONSIBILITIES

1. **Transportation Department:**
 - a. Consult with the parents/guardians/caregivers, Student Services and the school.

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- b. Inform parents/guardians/caregivers of their responsibilities.

2. **Student Services Department:**

- a. Identify eligible students with disabilities or diverse abilities requiring bussing.
- b. Submit a completed Bussing Request form along with supporting documentation to Transportation.

3. **Parents/Guardians/Caregivers:**

- a. Register their child for bus service each year.
- b. Maintain the vest and dress their child as per the following instructions:
 - Place the vest on your child with the parachute emblem to the front and do up the zipper, choose the zipper position that fits the child snugly.
 - Open the Velcro closure on the Sherpa fleece shoulder pads.
 - Adjust the strap by moving the plastic slide bar down and pulling down or loosening the metal adjuster until the shoulder strap fits snugly **over** the shoulder.
 - Reposition plastic slide bar in its lowest position.
 - Reposition the Sherpa fleece shoulder pads.
 - Attach the crotch straps (if fitted) by snapping the plastic buckles together and tighten or loosen as required. The straps should be snug and comfortable while the child is sitting.
 - Double check for comfort and security.
- c. **Washing instructions** (keep the vest clean):
 - Wash in **cold water** either hand or machine wash using a mild detergent. If machine washing, wash on **delicate cycle** and **drip dry**.
 - Do not use bleach or dry cleaning fluids.

- 4. **Driver's responsibility:** Inspect the vest and harness for deterioration, installing the seat mount and securing the student to the seat mount.

- 5. **Education Assistants:** Ensure the student is dressed as per instructions for use and that the student is ready to board the school bus.

ADMINISTRATIVE PROCEDURE 613 TRANSPORTATION – REGISTRATION AND FEES

FEE FOR SERVICE

The District will charge an annual Registration Fee to help support the costs of continuing service and safety enhancements. This fee is \$25 per rider.

Courtesy riders must pay for Transportation; this service may be provided for registered riders to and from schools and special routes approved by the Superintendent. Eligible Courtesy riders will be charged \$285.00 per child to a maximum of \$570.00 per family provided there are seats available on an existing bus route. These rates will be adjusted annually based on the Canadian Consumer Price Index (CPI). Half rates will not be considered for one-way trips or partial weeks as seats are reserved on a yearly basis for registered riders. This fee does not include a bus ride home due to early closure for students living out of the school catchment area.

First Nations students living on-reserve are exempt from all bussing fees through the [Joint First Nation Student Transportation Plan](#).

REGISTRATION

All riders must register each year when registrations open in April, and students must be registered no later than July 31st for the following school year. **Registrations after July 31st may not be able to be accommodated.** Priority will be given to riders who have paid the registration fee or have an approved fee exemption. Parents/guardians/caregivers are requested to register their children on-line at <https://www.sd33.bc.ca/transportation-department> or by following the links on the School District website: www.sd33.bc.ca.

Computers are available for parents/guardians/caregivers at the school and the [School Board Office](#). Registration by telephone will be accepted in exceptional circumstances.

Payment – Fees may be paid securely by credit card online (*recommended*); or by cash, debit or credit card at the Transportation Department at 44877 Yale Road.

Fee Exemptions – Certain Overflow Students and Students with Disabilities or Diverse Abilities may be exempt from user fees. Students attending a District Alternate program and First Nation students living on-reserve are exempt from user fees.

BUS PASSES

All student riders must carry a valid photo ID bus pass and present it to the bus driver to ride a bus. Bus passes are produced and distributed by the Transportation Department.

LOSS OF BUS PASS

Lost bus passes must be replaced. Bus passes will be reproduced by the Transportation Department for a \$5.00 processing fee.

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REFUNDS

If a fee-paying rider discontinues using the transportation service prior to May 30th of any year, a prorated refund will be issued upon request and in the month following the return of the bus pass to the Transportation Department.

TRANSPORTATION ASSISTANCE

Funding is available to parents/guardians/caregivers if the Transportation Department cannot meet transportation requirements for regular riders. This assistance is provided at a rate of 30¢ per kilometer to a maximum of \$15 per day plus \$1 for each additional child. Walk limits apply.

RESPONSIBILITIES

1. **Transportation:** Registration, issue bus passes, process point-of-sale refunds, and produce rider lists when required.
2. **Financial Services:** Process non-point-of-sale refunds.
3. **Secretary Treasurer:** Oversee the policy.



Chilliwack
School District

ADMINISTRATIVE REGULATION MANUAL

(UNDER REVISION)

The Board of Education is currently reviewing its Bylaws, Policies and Administrative Regulations to ensure they are current and functional, and that they align with the School Act, Regulations and Orders in Council, and Ministerial Orders. The Administrative Regulation Manual is still under review.



ADMINISTRATION

SECTION 300:

300.1 ADMINISTRATIVE REGULATION:

LEADERSHIP APPOINTMENTS AND ASSIGNMENTS

307.1 ADMINISTRATIVE REGULATION:

**PRINCIPAL/VICE PRINCIPAL PERFORMANCE
APPRAISAL**

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**300.1
ADMINISTRATIVE REGULATION
Leadership Appointments and Assignments**

Principals and Vice Principals

All vacant school or district-based Principal and Vice Principal positions shall be filled through an open competition or by the assignment of existing Board appointed Principals and Vice Principals.

Pre-Selection Consultation

Where there are known vacancies, consultation with the appropriate parent representatives and district employee groups will be undertaken by the Superintendent or designate and the liaison Trustee to determine specific school characteristics and needs prior to any assignment or appointment. Where there are re-assignments as a result of filling known vacancies, the appropriate parent representatives and district employee groups will be informed prior to the re-assignments being made public.

In the case of a Vice Principal vacancy, the Principal of the school/s affected will be given the opportunity for consultation and input into the needs of their school and the skill set required to build a strong leadership team.

Lateral Transfer

(Principal position to Principal position or Vice Principal position to Vice Principal position)

Principals and Vice Principals are invited annually to complete the Superintendent initiated form regarding their intentions including requests for lateral re-assignment.

When there are known vacancies, the Superintendent shall advertise internally all school-based and district-based vacancies for Expressions of Interest indicating the specific skills and requirements of the position. If a Principal or Vice Principal vacancy arises as a result of a re-assignment, the Superintendent has discretion to assign a Principal or Vice Principal or initiate a new Expression of Interest.

Cross Refs:

Adopted: January 15, 2008

Reviewed:

Revised: December 9, 2014

New Candidate Selection Process

(In District Vice Principals seeking Principal positions and new candidates seeking Principal and Vice Principal positions)

The Superintendent will annually create a pool of candidates to be considered for assignment into vacant positions. The pool will consist of current Vice Principals who have applied to Principal positions and external candidates who have applied to Principal and Vice Principal positions. This posting will be advertised internally and externally and will follow the New Candidate Selection Process.

A complete and thorough process to manage the selection of the successful candidates and for ensuring compliance with due process and legislative requirements will be established. Advertisements will be prepared and posted and the extent of the external advertisement that is necessary will be determined based on the complexity of the position and current job market conditions. The Human Resources Department will be responsible for screening all submitted applications for completeness.

The determination of a short-list for presentation to the selection committee shall be the responsibility of the Superintendent and other individuals as the Superintendent deems appropriate.

The Selection Committee will be chaired by the Director of Human Resources and will consist of two trustees, the Superintendent and/or designate, and one senior staff member as appointed by the Superintendent. This committee will interview short-listed candidates, review detailed reference checks, and provide a recommendation for appointment to the Superintendent.

Reporting to the Board

Where the selected candidate is a new Principal or Vice Principal to the district or an existing Vice Principal who is moving to Principal position, the Superintendent will bring a recommendation with rationale for Board approval at an in-camera meeting.

Where the selected candidate is an existing Board approved Principal or Vice Principal moving laterally, the Superintendent will bring the assignment forward to the Board at an in-camera meeting as information.

In all cases the Superintendent will outline the skills, experience and past performance of the successful candidate.

Executive Staff

The selection process for the Superintendent shall be determined by the Board.

All other senior district level administrative positions including Assistant Superintendent, Secretary-Treasurer, Assistant Secretary-Treasurer and Director

will be advertised internally and externally and will follow a selection process that has been recommended by the Superintendent and approved by the Board. This process will include appropriate input from partner groups.

Other Management Positions

All vacant management positions will be advertised internally and externally. The Selection Committee will consist of the Secretary-Treasurer, or designate, and other management or administrative representatives as appointed by the Superintendent. This committee will be responsible for short-listing candidates, developing interview questions, interviewing short-listed candidates, reviewing detailed reference checks, and providing a recommendation for appointment to the Superintendent.

The Superintendent will bring the appointment forward to the Board as information and will report the rationale for the appointment outlining the skills, experience and past performance of the successful candidate.

BOARD OF EDUCATION

School District #33 (Chilliwack)

307.1

ADMINISTRATIVE REGULATION

Principal/Vice Principal Performance Appraisal

School leadership is a complex cognitive task. Today's principals and vice-principals are required to be strategic planners, have financial literacy skills to manage complex budget processes, be visionaries, coaches and managers, all while focusing on factors that promote teaching and learning.

Research shows that school leadership is second only to teaching in having an impact on student achievement. The progress and success of all students in the Chilliwack School District is contingent on effective leadership throughout the system to guide and support teaching and learning in district schools.

The Chilliwack School District Principal/Vice-Principal Performance Appraisal is based on the District's Principal/Vice-Principal Leadership Framework, which consists of four leadership domains – Moral Stewardship, Instructional Leadership, Relational Leadership and Organization Leadership – and nine Leadership Standards that have been adopted from the June 2016 BCPVPA *Leadership Standards for Principals and Vice-Principals in British Columbia*. The Leadership Standards are nine high-priority themes that leaders must address in order to promote learning, achievement and success for all students.

Performance appraisal is a growth-oriented process focused on supporting principals and vice-principals in setting and attaining the following goals:

- Strengthening leadership practice by focusing on student achievement and wellbeing.
- Focusing on leadership growth and ensuring professional accountability grounded in a commitment to school and district improvement.

The Principal/Vice-Principal Performance Appraisal process is designed to ensure that school leaders are well supported in their growth and development. The appraisal process focuses efforts on achieving goals by providing formal and informal opportunities for feedback, dialogue and ongoing professional learning.

The Principal/Vice-Principal Performance Appraisal fosters leadership development by providing opportunities for principals and vice-principals to:

Cross Ref:

Adopted: May 6, 2018
Reviewed:
Revised:

- Engage with their school supervisor in frequent and meaningful dialogue about their performance.
- Consider the supports they need in order to achieve their performance goals.
- Identify ways in which they can enhance their professional growth.

Regular opportunities for focused conversation with supervisors can provide the feedback necessary for leaders to improve their practice. Collaborating in a spirit of trust is a key condition for the success of the appraisal process.

The performance appraisal process for principals and vice-principals is intended to support and promote professional growth and development. When the various components are implemented in a coherent way, linked to school and district improvement plans and goals, and connected to ongoing professional learning, the process becomes fully integrated into the daily work that school leaders do.

The Principal/Vice-Principal Performance Plan must include:

- One or more goals focused on improving student achievement and wellbeing, taking into consideration provincial educational priorities, the District Strategic Plan and the school's improvement plan.
- Actions that will be taken during the year to attain the identified goals.
- The leadership practices and competencies that will be the focus in attaining the goals.
- The methods by which success in attaining the goals is to be measured.
- The professional growth activities that the principal/vice-principal will undertake to assist in the development of leadership practices and competencies, and in attaining the goals.
- A description of the results of actions taken during the school year to attain the goals, to be added before the final meeting of the year.

In developing the Performance Plan, the principal/vice-principal and school supervisor may wish to take into account other factors that may be considered when the appraiser assigns a performance rating, such as efforts made to engage teachers and others in the development of the goals and implementation of the actions identified in the Performance Plan.

Both the school supervisor and principal/vice-principal must sign and retain a copy of the Performance Plan.

Methods are the ways in which the achievement of a principal/vice-principal's goals will be measured in the Performance Appraisal year. These methods must include the use of indicators of success that provide evidence of whether or not goals have been achieved. The indicators should be observable and measurable, and should be both qualitative and quantitative. The principal/vice-principal will need to collect baseline data as goals are developed, and as strategies and actions are implemented, in order to measure achievement.

Performance Appraisal as Evaluation is a formal process that will take place in the following circumstances:

- All principals/vice-principals during their 24-month probationary period;
- When there is cause for concern and a Performance Appraisal is requested by the Superintendent or designate;
- At the request of any principal or vice-principal within three months of the date of request; or
- All principals and vice-principals who have never engaged in a formal appraisal process.

Performance Appraisal through Professional Growth will:

- Include all principals/vice-principals who have successfully completed the Evaluation process;
- Provide a framework for leadership development, and a focus on formative self-assessment and self-reflection, so that areas of growth can be identified to foster continuous professional learning;
- Require all principals/vice principals to develop an annual professional growth plan;
- Include a portfolio of evidence to support the professional growth plan;
- Focus on one leadership domain with a continued 'deep' focus on the "Instructional Leadership" domain; and
- Be reviewed bi-annually by the school supervisor.



PERSONNEL

SECTION 400:

- | | |
|----------------------------------|--|
| 401.1 ADMINISTRATIVE REGULATION: | STAFF CONFLICT OF INTEREST |
| 402.1 ADMINISTRATIVE REGULATION: | RESPECTFUL WORKPLACE – DEFINITIONS AND RESPONSIBILITIES |
| 402.2 ADMINISTRATIVE REGULATION: | RESPECTFUL WORKPLACE – REPORTING, INVESTIGATION AND RESOLUTION REGULATIONS |
| 411.2 ADMINISTRATIVE REGULATION: | TEACHER RELEASE FOR PRESENTING IN-SERVICE |
| 423.2 ADMINISTRATIVE REGULATION: | COMMUNICABLE DISEASES |
| 428.1 ADMINISTRATIVE REGULATION: | EXPENSES |

BOARD OF EDUCATION School District #33 (Chilliwack)

401.1 ADMINISTRATIVE REGULATION Staff Conflict of Interest

For the purpose of this policy, a direct pecuniary conflict of interest will be deemed to exist where an employee receives remuneration (other than expenses) above and beyond the employee's regular salary or wages, whether from the school district or any other source for services that have been performed in the course of the employee's normal employment with the school district or for the sale of work or materials produced for the district as part of the employee's normal duties. An activity which might reasonably be perceived as using the employment relationship for inappropriate personal financial advantage will be viewed as a conflict of interest. Staff are not allowed to tutor or provide other private professional services for students unless they conform to the following guidelines:

1. That the students are not enrolled in the employee's worksite(s).
2. Normally teachers on call (TOC's) and casual employees are not limited by restrictions in #1 above unless they are assigned to that worksite on a regular basis.
3. That the tutoring will not take place on Board property.

School District premises, materials and equipment shall not be used for external business purposes or for any other purpose which might compromise the interests of the school district.

Employees are expected to request a determination from the Superintendent (or designate before engaging in an activity which might reasonably raise questions about possible conflict of interest.

Indirect pecuniary conflict of interest exists when an employee uses his/her position to make a decision or effectively influence a decision that would result in a pecuniary benefit to a relative, partner, business associate or close friend.

To avoid indirect conflicts of interest, employees should ensure that they do not find themselves in the following positions:

1. Hiring or influencing the hiring of persons falling into one or more of the categories identified above.
2. Being a member of a selection committee that will place or hire persons identified above where there is a direct reporting relationship between an employee and person identified above.
3. Supervising or evaluating an employee who is a family member (*When employees find themselves in these situations, they are required to report to the superintendent who will, in conjunction with the immediate supervisor, consider what accommodations can be made.*)
4. Requesting a replacement worker who is a family member.
5. Involvement in a process or a decision that would result in a direct pecuniary benefit to a relative, partner or business associate or close friend.
6. During regular working hours or at the work site not be engaged in activities outside of their regular employment duties that either involves or promotes their own business or that of those listed above.
7. Should not promote their business to students.
8. Accepting gifts which may be perceived to compromise impartial decision-making.
9. Where an employee has a financial or other interest in goods and/or services which the school district desires to purchase, the employee is disqualified from approving the order, notwithstanding his/her authority. In a case where the order would have otherwise satisfied all requirements of this policy and having made disclosure of any interests, the employee may refer the proposed purchase to his/her immediate supervisor. The supervisor may approve the purchase, subject to notation that the purchase is in the best interests of the school district and satisfied all requirements, including the avoidance of conflict of interest.

Copyright:

Employees may acquire ownership of publications and copyright provided that no school or district resources, time, equipment or facilities have been utilized in the preparation, testing, piloting, publication or promotion of the material.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

402.1

ADMINISTRATIVE REGULATION

Respectful Workplace – Definitions and Responsibilities

The Respectful Workplace Regulations (402.1 and 402.2) are intended to set clear behavioral expectations for respectful conduct to support a culture of mutual respect and cooperation among all employees and Board members in School District No. 33 (Chilliwack). The regulations apply to the interactions of these individuals with one another and with parents, students, and members of the public with whom they engage on behalf of the Board or the District. They apply to all functions and activities whether or not they occur within the District or on the property of the District, where there is an impact on the Board or District working environment.

These Regulations are intended to meet the legal obligations of the District and Board as employers and enhance the promotion of a respectful workplace. Where a collective agreement or association agreement includes provisions respecting the prohibited conduct outlined in these Regulations, or a process for intervention in the circumstances of the complaint, the provisions of the agreements will continue to apply in conjunction with the provisions of this Regulation.

False Complaints

Complaints or reports of bullying and harassment, discriminatory harassment and retaliation are serious matters. Employees who are found to have made frivolous, vexatious, or malicious complaints may be subject to disciplinary action, up to and including dismissal.

DEFINITIONS

Bullying and Harassment

Includes any inappropriate conduct, comment, display, action, or gesture directed at another that a reasonable person knows or ought to know would have the effect of creating an intimidating, humiliating, hostile, or offensive work environment. To constitute Bullying and Harassment there must be:

Cross Refs: Bullying and Harassment WorkSafeBC Policy, *BC Human Rights Code*, Provincial Teachers' Collective Agreement

Adopted: April 26, 1994
Reviewed: July 15, 1997
Revised: February 13, 2018

- a. repeated conduct, comments, displays, actions or gestures; or
- b. a single serious occurrence that has a lasting, harmful effect on a person.

Examples of Bullying and Harassment can include:

- verbal or physical abuse, threats, or violence;
- yelling, name-calling or insults;
- harmful or offensive hazing or initiation practices;
- vandalizing someone's belongings or work equipment;
- sabotaging someone's work;
- personal attacks based on someone's private life or personality traits;
- spreading malicious gossip or rumors about a person;
- subtle conduct such as unwelcome non-verbal gestures, manipulation, ignoring or isolating a person; or
- bullying.

Bullying is a form of Personal Harassment that is marked by intentional, persistent attempts of a person or group to intimidate, demean, humiliate, torment, control, mentally or physically harm, or isolate another person or group. This behavior, through its persistence or severity, diminishes the dignity or the psychological or physical integrity of the target(s).

Bullying and Harassment DOES NOT include:

- a. Human resources management: Supervision, direction or management of employees undertaken in a good faith manner for a legitimate work purpose does not constitute Bullying and Harassment. For example, Bullying and Harassment does not include changes to working conditions, corrective action, discipline, termination of employment, decisions relating to workload and deadlines, performance evaluation, transfers, changes in job duties, lay-offs, demotions and reorganizations unless such conduct is carried out in an abusive or threatening manner or is intended to cause emotional harm.
- b. Interpersonal conflict between people is not Bullying and Harassment unless the conflict results in behavior that is considered threatening or abusive. Personal disputes over non work-related matters should not be engaged in at the workplace. Disputes over work-related matters should be resolved respectfully between the persons involved or with the assistance of a Principal, Vice Principal, Supervisor or human resources.
- c. Interpersonal relations that are normally connected to the roles and functions in the workplace do not constitute Bullying and Harassment. Bullying and Harassment is a serious matter and is

intended to apply to serious circumstances. It is not intended to limit normal social interaction or consensual relationships.

Discriminatory Harassment

Is related to an individual's rights under the *Human Rights Code* and WorkSafeBC regulations. It is defined as conduct that relates to employment and:

1. is based on, or related to, a prohibited ground of discrimination as set out in the *Human Rights Code*, including: race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, or criminal or summary conviction that is unrelated to employment;
2. is unwelcome or is of such a nature that it would be reasonable to assume that it is unwelcome; and
3. detrimentally affects the work environment or leads to adverse job related consequences for the target of the harassment.

The conduct does not have to be directed at a specific individual or be intentionally offensive to be considered Discriminatory Harassment. Some examples of conduct that may be Discriminatory Harassment include:

- imposing job requirements that are not bona fide occupational requirements and which cannot be met due to disability;
- unwelcome comments, jokes, innuendo or teasing based on a prohibited ground of discrimination;
- homophobic comments or conduct;
- email or other digital or social media material that contains inappropriate or unwelcome content related to a protected ground; or
- sexual harassment.

Sexual harassment is a form of Discriminatory Harassment and is based on sex, sexual orientation, gender identity or gender expression. It can occur between men and women, individuals of the same gender, individuals of the same or differing sexual orientation, and includes harassment on the basis that an individual is transgender.

Sexual harassment may take a variety of forms, examples of which can include:

- unwelcome gestures or comments regarding physical appearance;
- unwelcome physical contact or sexual advances;
- posters, pinups, pictures or digital content related to sex;

- any conduct that reasonably leads to the perception that a condition of a sexual nature is being placed on a person's employment or any opportunities for persons in the workplace; or,
- conduct related to formerly consensual relationships or where there is a work related power imbalance between persons in an otherwise consensual relationship.

Retaliation

Retaliation is an adverse action taken against a person to whom this Regulation applies for having:

- invoked this Regulation in good faith;
- participated or cooperated in any investigation under this Regulation; or
- associated with a person who has invoked this Regulation or participated in these procedures.

Retaliation damages the workplace by intimidating and silencing individuals for speaking up or for offering support.

RESPONSIBILITIES

Everyone in the District plays an important role in maintaining a respectful workplace.

School District Administration and the Board:

Must proactively maintain a workplace free from discrimination, bullying and harassment. This includes creating, communicating and administering this Regulation and providing training and support related to this Regulation. Human Resources will ensure that this Regulation is reviewed regularly and steps may be taken to amend the Regulation as needed.

Board members, School District Administrators, Principals, Vice-Principals, and Supervisors

Must communicate this Regulation, model respectful behavior, intervene and respond to reported or suspected breaches of this Regulation in a timely and fair manner, by means of application of this regulation, and comply with all laws that may be applicable under this Regulation. These parties should be observant in the workplace, listen carefully to concerns that are raised and take the appropriate steps to address the situation. When they become aware of a concern under the Regulation, they will consult with School District Administration, including Human Resources, as appropriate.

All Employees and Board Members

Are responsible for understanding the Regulation, treating everyone at the workplace with dignity and respect, not engaging in prohibited conduct of any kind, immediately reporting breaches of this Regulation, and cooperating fully with any investigations under this Regulation. This includes reporting any evidence of prohibited conduct related to the workplace including when it is observed toward others.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

402.2

ADMINISTRATIVE REGULATION

**Respectful Workplace - Reporting, Investigation and
Resolution Procedures**

REPORTING

Bullying and harassment, discriminatory harassment and retaliation can cause the target to feel intimidated, uncertain, threatened, embarrassed, fearful or concerned about possible reprisal. The Board and the District recognize these concerns and provide, along with steps to prevent or minimize discrimination and bullying and harassment, a number of methods to address conduct of concern. The intent of the Board and the District is to provide a variety of options and to encourage individuals to resolve workplace concerns.

Confidentiality

All persons to whom this Regulation applies are expected to respect and preserve the confidentiality of any complaint and process brought under this Regulation.

Confidentiality of any complaint or process under this Regulation will be maintained to the extent possible and information will be disclosed only to the extent necessary to carry out procedures provided for within this Policy, including the conduct of a fair investigation and the implementation of corrective and remedial measures, and where disclosure is required under lawful authority. In all circumstances, only the minimum amount of information required will be disclosed.

A breach of confidentiality may result in discipline or other corrective action as appropriate.

What to do if you believe you have been subjected to Prohibited Conduct

- 1) If you are comfortable doing so, as soon as possible let the other individual know clearly that his/her/their conduct is unwelcome, that you believe the

Cross Refs: Policy 402; AR 402.1; Article E.2 – Harassment/Sexual Harassment: Provincial Teachers' Collective Agreement; Article 19.3 – Sexual Harassment, Article 19.4 – Harassment, Article 19.5 – No Discrimination: CUPE Collective Agreement; BCPSEA - Investigation-Training Manual for Harassment and Sexual Harassment; Davis & Co./BCSSA Harassment Workshop

Adopted: May 25, 1999
Reviewed: June 19, 2018
Revised: July 31, 2018

conduct falls under this Regulation – and tell the offending party to stop. In many cases this will put a stop to conduct of concern;

- 2) If there is more than one incident, keep a written record of dates, times, the nature of the behavior, and witnesses, if any;
- 3) If you are uncomfortable approaching the person responsible for the conduct of concern, or if the incidents do not stop after you have attempted to speak with the individual involved, promptly contact an appropriate supervisor (the Board Chair for Board members) or another appropriate party (e.g. Human Resources or a staff rep) for assistance in raising the concern. You may also contact Human Resources to discuss alternative courses of action, which may include informal resolution options or a formal complaint;
- 4) Submit a written statement of complaint. It is recommended that you complete a copy of the Chilliwack School District Workplace Bullying and Harassment form, which is available at the worksite by clicking [here](#) as it includes all the necessary details to proceed. Alternately, you may submit a written statement that includes all the required information for a complaint (see “Formal Complaint Resolution” step b for further details). Submit the complaint as follows:
 - a) Directly to Human Resources or to your supervisor, principal or vice principal for submission to Human Resources;
 - b) if the person responsible for the conduct of concern is another employee, a Principal, Vice-Principal, Supervisor, Department Head, District Manager, Director, Secretary Treasurer of the District you may submit directly to Human Resources;
 - c) if the person responsible for the conduct of concern is a School Board Trustee or the Superintendent of Schools, or Director of Human Resources you may submit directly to the Secretary Treasurer.*

NOTE: If you are a member of a Union or Association, you can seek assistance from a representative at any time. Please be advised that any provisions in your collective agreement that differ from the above procedure will supersede these Regulations.

What to do if you believe you have witnessed Prohibited Conduct

- 1) If you are comfortable doing so, talk to the impacted individual, advise her/him of the Regulation and suggest that she/he/they talk to their supervisor or Human Resources;
- 2) If you are comfortable doing so, talk to the individual responsible for the conduct of concern to help her/him/they become aware of the impact she/he/they may be having; or,
- 3) If the above actions do not resolve your concern or the concern is serious, share your concerns with a supervisor or Human Resources as appropriate. You may also speak to your Union or Association.

* or, in the case of teachers, directly to BCPSEA

What to do if you have been told that your behavior is unwelcome

Individuals who are informed their behavior is unwelcome may feel surprised, embarrassed or defensive. It is important to remember that Prohibited Conduct can occur even if a person does not intend it.

If you are told that your behavior is unwelcome, you should:

- 1) Listen to the other individual, rather than ignoring the situation or becoming hostile, defensive or angry;
- 2) Consider what the person is saying, and how your behavior might be impacting others;
- 3) If appropriate, change behaviors that are unwelcome, remembering that all employees share a responsibility to each other, and to the District or Board, to refrain from unwelcome Prohibited Conduct towards others at work;
- 4) Seek assistance from management or Union as necessary to understand this Regulation and to work on skills that will contribute to a respectful workplace.

INVESTIGATIONS

The following will apply to investigations, with the intent that these procedures and any investigation carried out must be flexible in order to respond to the specific circumstances at issue. The District reserves the right to engage in a different procedure as deemed appropriate in any given circumstance in order to meet its statutory obligations regarding a respectful workplace. Where provisions in a collective agreement differ from these Regulations, the provisions in the agreements will apply.

When the Respondent is employed by the District

- 1) The Form (or written complaint) will be forwarded to Human Resources for investigation and follow-up. Human Resources will ensure the investigation processes applied are consistent with WorkSafeBC requirements and any applicable collective agreement processes, policy or other requirements. Where the matter involves employees under more than one collective agreement, Human Resources will determine the applicable process to investigate the conduct.
- 2) Human Resources will designate an investigator as needed, which may be a member of the Human Resources department, a designate employed by the District, or an external investigator.
- 3) Investigation documentation and records will be submitted to and confidentially maintained by Human Resources. Any letters respecting remedial corrective action or discipline will be placed in the appropriate personnel file.

When the Respondent is not employed by the District or Board and is not a Board Member

The Respectful Workplace Policy and Regulations are intended for employees and board trustees. If there are allegations of bullying and harassment from a parent or visitor the violent incident reporting protocol, the site's code of conduct and/or Board Policy 533 – Maintenance or Order is to be followed. In extreme circumstances, an investigation may be conducted at the discretion of Human Resources.

When the Respondent is a Board Member or the Superintendent of Schools

- 1) The Secretary Treasurer* may receive a Form from a Complainant directly when the allegations relate to conduct of a Trustee or the Superintendent of Schools.
- 2) Without undue delay, the District will engage an external independent investigator.
- 3) Investigation documentation and records will be submitted to and confidentially maintained by the Secretary Treasurer
- 4) Where parties include Board trustees, the Director shall seek legal advice to determine an appropriate process which engages the Board and which may be contained in the School Board Trustee Ethics Policy and Regulation.

In all circumstances where an investigation is conducted

- 1) The District will ensure that the investigation processes applied are timely, and consistent with due process and any applicable legislated or policy requirements.
- 2) Those involved with an investigation will maintain confidentiality of related information and will share such information only as necessary to ensure that the investigation is fair, to address the outcome of any investigation, including the implementation of any corrective or disciplinary measures or other recommendations, and as may otherwise be required by legislation or enforceable order.
- 3) When a formal investigation is completed, the Complainant and Respondent (and Union or Association if applicable) will be notified of the conclusion and findings of the investigation. Remedial steps will be taken by the District if needed and shared with the appropriate parties.
- 4) Participants in an investigation are expected to cooperate fully and truthfully in any investigation process undertaken by the District.
- 5) For District employees, subject only to any applicable grievance process, the decision of the District in respect of the outcome of a complaint is final and not subject to appeal.

* or, in the case of teachers, directly to BCPSEA

RESOLUTION OPTIONS

A complaint of Prohibited Conduct may be advanced by any employee of the District or Board or by a Board trustee by submitting the Form (or written complaint) as described above. When this occurs or where a concern otherwise comes to the attention of the District, steps to promote timely resolution will be taken including by means of the following:

Informal Complaint Resolution

Depending on the nature and severity of the alleged conduct and subject to the consent of the individual who is the subject of the alleged Prohibited Conduct, informal complaint resolution may first be tried to resolve the issue informally. Informal complaint resolution can include, but is not limited to, mediation, drafting of behavioral guidelines, agreements, apology, or other resolution agreed between the parties and the District (or the Board as applicable). If a resolution is reached informally, then all persons involved must agree that the outcome is satisfactory. The Union(s) may also be involved in informal complaint resolution.

Formal Complaint Resolution

- a. If informal resolution is unsuccessful or not pursued, allegations brought to the District's attention will be formally reviewed and where appropriate or required by a collective agreement or association agreement, investigated.
- b. Every formal complaint will be treated seriously and responded to promptly. Any individual bringing a complaint forward as the person impacted by the alleged Prohibited Conduct or as a witness to it (the "Complainant") must submit the required Form (or written complaint). The information submitted should include the following:
 - o as much detail as possible about the circumstances including dates, times, persons involved, witnesses, and the specific conduct (including specific words);
 - o available relevant documents or other evidence that may support the allegations (including emails, handwritten notes or photographs).
- c. If in extraordinary circumstances a Complainant is unable to prepare a Form or written statement, the Complainant should request to meet with Human Resources for assistance.
- d. Formal complaints by an individual cannot be carried out anonymously, and the identity of the Complainant and the nature of the complaint shall be made known to the individual alleged to have engaged in Prohibited Conduct (the "Respondent"). The Respondent shall be provided an opportunity to explain his or her behavior and to have such explanations properly considered.

- e. In the event that a Complainant does not proceed with a formal complaint, the District may still initiate an investigation if deemed necessary to ensure the commitment to providing a respectful workplace, health and safety of persons at the workplace or to comply with any applicable laws including the *B.C. Human Rights Code* and the *Workers Compensation Act* and applicable regulations and policies.
- f. If there is a sufficient basis in the written complaint or in any circumstances where the District otherwise deems it necessary to do so, the District will carry out a formal investigation, promptly, thoroughly, and in a manner that protects the privacy interests of all involved to the extent possible while ensuring a fair investigation.

REMEDIAL STEPS AND CONSEQUENCES

All conduct that is found to constitute a breach of this Regulation will be addressed by attempting to remedy the harm caused and prevent further harm. This may include:

- Introduction of procedural safeguards including limitations on conduct;
- Restorative processes;
- Counselling or mediation;
- Conflict resolution or other applicable training;
- Shifts in work assignment or organization;
- Corrective or disciplinary action as appropriate, up to and including termination of employment;
- Application of the *School Act*;
- Measures under the Student Code of Conduct or the Board Trustee Ethics Policy or Regulation.

Any person who makes knowingly false, frivolous, malicious or reckless allegations of Prohibited Conduct will also be subject to appropriate remedial steps and consequences.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**411.2
ADMINISTRATIVE REGULATION
Teacher Release for Presenting In-Service**

Teachers may be released to provide professional development activities for other School Districts with approval of the Superintendent of Schools.

At the Superintendent's discretion, other Districts will be billed for the cost of substitute teachers required.

Cross Refs:

Adopted: November 28, 1979
Reviewed:
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**423.2
ADMINISTRATIVE REGULATION
Communicable Diseases**

The Board recognizes its obligation to protect the health and safety of the entire school community. The Board shall endeavour to protect, whenever possible, students and employees from exposure to communicable diseases. Should a communicable disease including the AIDS virus infection, be contracted, the Board acknowledges the right of a student to a free and full education in the public school system and the right of an employee to continue his/her employment. Further, the Board recognizes that individual students and employees have a right to confidentiality in all health matters.

In all cases the advice of the District Medical Health Officer will be solicited and followed.

1. **Students with communicable diseases including AIDS virus:**
 - a) Notwithstanding the provisions of Section 109 (4) of the *School Act* a student with a communicable disease including AIDS virus infection, shall not be excluded from school unless the attending physician and/or the District Medical Health Officer advise otherwise in writing.
 - b) An uninfected student who has a family member with AIDS virus infection shall not be excluded from school.
2. **Employees with communicable diseases including AIDS virus:**
 - a) An employee with a communicable disease including AIDS virus infection shall not be excluded from his/her employment unless the attending physician and/or the District Medical Health Officer advise otherwise in writing.
 - b) An uninfected employee who has a family member with AIDS virus shall have the right to continue his/her employment.

Cross Refs:

Adopted: April 10, 1990
Reviewed:
Revised:

3. **Education programs:**
Information on communicable diseases including AIDS virus infection, its nature, transmission and prevention, shall be made available to all employees.
4. **Safety health precautions:**
 - a) District employees who may be in contact with students with communicable diseases shall be given training in appropriate safety procedures.
 - b) Adequate first aid supplies will be provided, in all district buildings. Suitable protection will be provided in all District buildings for the safe handling of body secretions.
5. **Confidentiality:**
The confidentiality of the student or employee with AIDS virus or other communicable diseases shall be maintained at all times. Dissemination of any information shall be restricted to those who in the opinion of the Superintendent, with the advice of the Medical Health Officer, need to know.
6. **Volunteers:**
Volunteers who have contracted a communicable disease including the AIDS virus infection and who regularly have close contact with students have the right to continue volunteering subject to the advice of the Medical Health Officer.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**428.1
ADMINISTRATIVE REGULATION
Expenses**

Staff requests for expense reimbursement require pre-approval by the individual's supervisor. For the purpose of authorization of expenses, the Board Chair is considered the supervisor for the Superintendent of Schools.

JOINT FUNDS:

Reimbursement of expenses approved through joint funds with employee groups shall be governed by the committees responsible for those funds. All reimbursements must adhere to Board policy and regulations.

REIMBURSEMENT PROCEDURE:

Expenses will be reimbursed after the expense has been incurred using forms available from the Financial Services Department. The following allowances shall be used.

MEAL ALLOWANCES/EXPENSES:

Per Diem

Breakfast	\$ 11.00
Lunch	17.00
Dinner	<u>25.00</u>
Maximum per diem	\$53.00

These amounts include gratuities and any taxes levied.

For partial days, the specific meals purchased will be used. If a meal or meals are included in a conference package or are pre-paid in some other manner, those meals shall be deducted from the per diem.

Within the district, meals must be authorized by the budget manager for the specific account charged and must fall within the per diem guidelines. Meal expenses outside the district must be within the per diem rates or be supported by receipts and approved by the budget manager. The reimbursement request or receipt must be accompanied by a list of persons in attendance.

Cross Refs: Board Policy 228, Teachers' Collective Agreement

Adopted: October 28, 1981

Reviewed:

Revised: June 14, 1994, January 1997, April 14, 1998, January 8, 2002, July 01, 2002, September 21, 2004, October 11, 2005, June 5, 2006, June 25, 2007, December 1, 2008, July 1, 2011, April 2013, February 13, 2018, February 26, 2019

Costs for alcohol will not be reimbursed.

TRAVEL COSTS:

Kilometers driven in a private vehicle on Board business will be reimbursed at the rate of 58¢ per kilometer starting from your place of employment. For out-of-district trips, the maximum car travel reimbursement will equal the economy class airfare for the equivalent trip.

Reimbursement of actual costs of ferries, buses or taxis will be based upon receipts submitted.

Air travel shall be by economy class. All purchase bonuses, or other gifts of purchase, are the property of the school district.

Employees are responsible for their own medical and any additional travel insurance coverage.

Reimbursement of mileage and insurance costs for teachers are covered in the collective agreement and may differ from this policy.

LODGING EXPENSES:

The Board shall reimburse lodging costs based on receipts submitted. Wherever possible, when travelling in British Columbia, accommodation should be arranged in hotels/motels listed in the Business Travel Guide published by the BC government, at the government rate. Receipts must be attached for all lodging expenses, including hotel invoices.

In cases where there is not a charge for accommodation (e.g. home of a friend or relative), a claim for \$20 per night may be made.

EXTENDED STAYS OR TRAVELLING WITH COMPANIONS:

The Board will only reimburse travel costs and hotel lodging for the employee.

GIFTS & HONORARIA:

There may be, from time to time, a need for an employee to incur other kinds of expenses such as hosting and/or gifts for others. The actual costs of such expenses will be reimbursed on the approval of the supervisor.

PURCHASE CARDS:

Purchase cards are for district business and may not be used for personal expenses. Purchase cards are expected to be used wherever possible for all business related expenses instead of personal credit cards.

ANNUAL REVIEW:

All per diem and other cost rates will be reviewed annually.



STUDENTS

SECTION 500:

501.2 ADMINISTRATIVE REGULATION:	STUDENT BEHAVIOUR – SEXUAL HARASSMENT AMONG STUDENTS
503.1 ADMINISTRATIVE REGULATION:	INTERROGATION OF STUDENTS BY POLICE IN SCHOOLS
506.1 ADMINISTRATIVE REGULATION:	INFORMATION ON THE MEDICAL ALERT FORM
507.2 ADMINISTRATIVE REGULATION:	STUDENT RECORDS: PRINT INFORMATION FOR NON-CUSTODIAL AND-CO-CUSTODIAL PARENTS
510.1 ADMINISTRATIVE REGULATION:	DISTRICT / AUTHORITY AWARDS
511.1 ADMINISTRATIVE REGULATION:	INTERNATIONAL STUDENT PROGRAM: FEE PAYING STUDENTS
512.1 ADMINISTRATIVE REGULATION:	SUPERVISION OF STUDENTS DURING NOON INTERMISSION
514.1 ADMINISTRATIVE REGULATION:	SAFE SCHOOLS
518.1 ADMINISTRATIVE REGULATION:	DISTRIBUTION OF INFORMATION OR MATERIALS
523.1 ADMINISTRATIVE REGULATION:	SCHOOL FEES
524.1 ADMINISTRATIVE REGULATION:	USE OF PHYSICAL RESTRAINT OR SECLUSION OF STUDENTS
525.1 ADMINISTRATIVE REGULATION:	SUPPORT FOR STUDENT EDUCATION PROGRAMS BY OUTSIDE AGENCIES AND CERTIFIED PROFESSIONALS
527.1 ADMINISTRATIVE REGULATION:	ACCELERATION
530.1 ADMINISTRATIVE REGULATION:	HOME SCHOOL GUIDELINES
531.1 ADMINISTRATIVE REGULATION:	SCHOOL ADMISSION AND CHOICE
534.1 ADMINISTRATIVE REGULATION:	STUDENT DRESS GUIDELINES

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**500.1
ADMINISTRATIVE REGULATION
Drugs and Alcohol**

As described in Policy 500: Drugs and Alcohol, the use and abuse of Drugs and Alcohol by students is an issue that involves parents, educators, students and the community. The Chilliwack School District takes responsibility to provide resources and programs that promote education and prevention, interventions that support students, as well as expectations and consequences that are clearly outlined and communicated to students, parents and educators.

EDUCATION AND PREVENTION CURRICULUM, AGENCIES AND SERVICES:

Students will be provided learning outcomes, resources and information about community agencies to learn about substance abuse. This education will be provided by classroom teachers to students from Kindergarten to Grade 10 through the implementation of the Health and Career Education Learning Standards and to students from Grades 11 to 12 through Active Living 11 and 12.

Wherever possible, school Principals and staff are encouraged to utilize the resources provided by community agencies to provide further education and prevention. Examples of these community agencies include: Community Services, Child and Youth Mental Health, Fraser Health, Sto:lo Nation Health, the Ministry of Children and Families, the Insurance Corporation of British Columbia (ICBC) Road Sense Program; the RCMP D.A.R.E. Program; Mothers Against Drunk Driving (M.A.D.D.).

Drug and Alcohol education and prevention will further be supported through the services of professionals trained in drug and alcohol prevention. These services will be identified and provided to individual students with the assistance of school and district counselors.

INTERVENTION:

A student who self-identifies or is identified as needing support for counselling or treatment of drug or alcohol use is provided the services required for successful treatment. These services will be identified and provided to individual students with the assistance of school counselors. Examples of services include primary,

Cross Refs:

Adopted: June 19, 2007

Reviewed:

Revised: April 21, 2009, April 28, 2009, August 15, 2010, August 27, 2019

secondary and tertiary prevention and treatment programs provided by Chilliwack Addiction Prevention Services through the assistance of Fraser Health. Principals, Vice-Principals, Counselors or other staff members concerned about a student exhibiting signs of possible drug or alcohol use are encouraged to share the concerns with the student and parents in a confidential and respectful manner, as well as with the school counselor.

INFRACTIONS OF POSSESSION, USE, AND TRANSFER OF DRUGS AND ALCOHOL:

The expectations and consequences for students are clearly outlined and explained to students, parents and educators. No student is to be involved in drug and alcohol use, possession, or trafficking while on school property or at school sponsored events.

When there is an infraction by a student, the process is clear, firm, and judicious. It is understood that the manner in which the regulations are carried out will emphasize a positive approach to student behavior, reflect the developmental needs of students, be progressive, preventative, rehabilitative and restorative.

Process:

1. The parent/guardian is informed of the infraction.
2. The student is suspended from attending classes and provided the resources to continue his/her learning.
3. The Principal or designate may refer the student to the District Behaviour Committee (DBC) for review of the circumstances. The DBC will consist of the District Principal and Vice Principals from Learning Services. It is an expectation that the student, parent/guardian and school principal/vice-principal attend the DBC meeting. A review of the situation, as well as an update on the student's overall progress (academic, behavior, attendance) and family and home situation, will be completed at the DBC meeting. Additional counselling support, a school plan for student success, support for parents/guardians and a follow-up plan will be developed at this meeting. If it is the decision of the DBC that the student will not return to his/her home school, support will be provided through Learning Services to the student and family in the transition to the new school placement.
4. Repeated offences or students involved in trafficking will result in a mandatory DBC review. The RCMP will be involved in all trafficking incidents.
5. The student and parent/guardian will be given information about a referral to intervention and treatment services.
6. The drug or alcohol substances may be provided to the RCMP along with the name(s) of the student(s) involved.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

501.2

ADMINISTRATIVE REGULATION

Student Behaviour – Sexual Harassment among Students

The main objective of this regulation is to prevent sexual harassment. All persons within the school community have a responsibility to promote, monitor and maintain learning environments that are free from sexual harassment. The behaviour need not be intentional in order to be considered sexual harassment. Sexual harassment is any behaviour that is sexual in nature and is unwelcome. Sexual harassment can include such things as pinching, patting, rubbing or leering, touching, dirty jokes, pictures or pornographic materials, comments, suggestions, innuendos, requests or demands of a sexual nature and will not be tolerated.

DIRECTIONS FOR STUDENTS:

If a student believes they are being sexually harassed, the Board encourages the following procedure:

1. Sometimes a person does not realize that a particular habit, action, reaction or attitude is unwelcome. Therefore it is strongly recommended that a complainant communicate to the individual that his/her behaviour is unwelcome and ask them to stop (verbally and/or in writing). Before proceeding with a formal complaint a student who believes s/he is being harassed or who may not know or is unable to communicate with the harasser should approach a teacher, counsellor, administrator, parent or trusted adult to obtain advice support and skills to halt the harassment. The resolution may include an apology and assurance that the offensive conduct will not be repeated or some other acceptable solution.
2. Keep a record of incidents including dates, times, locations, possible witnesses, what happened, and your response. You do not have to have a record of events in order to file a complaint, but a record can strengthen your case and help you remember details over time.

Cross Refs: Charter of Rights and Freedoms, Section 15.1, Board Policies: Harassment 402 (P) and Student Behaviour 501 (P)

Adopted: January 26, 1999
Reviewed:
Revised: November 25, 2004

3. File a complaint. If, after asking the harasser to stop his/her behaviour, the harassment continues, report the problem to one of the following individuals:
 - a) principal or vice principal
 - b) teacher or guidance counselor
 - c) Superintendent or Assistant Superintendent (792-1321)
 - d) BC Confederation of Parent Advisory Councils Advocacy Service
1-800-351-9834
 - e) a parent, friend or relative who can help you talk to one of the parties listed above.

You also have the right to contact the police to file a charge of assault.

Time Limits:

Complaints can normally be filed for sexual harassment that has taken place within the previous 6 months. This time limit does not apply where sexual assault or sexual abuse has occurred.

DIRECTIONS FOR ADMINISTRATORS:

1. Once a complaint is received, it will be kept strictly confidential. However, it must be recognized that a fair investigation will require some disclosure. An investigation will be undertaken immediately and all necessary steps taken to resolve the problem. If the issue is resolved through informal means, a copy of the resolution will be kept by both parties. If sexual assault or abuse has been alleged, it must be reported by the person receiving the disclosure or complaint to the Ministry for Children and Families and/or the RCMP for their investigation.
2. The complainant and the alleged harasser will both be interviewed along with any individuals who may be able to provide relevant information. All information will be kept in confidence. Normally, the school principal or vice principal will conduct the investigation. Both the complainant and alleged harasser are entitled to be accompanied by a representative, normally their parent(s) at all phases of the investigation. The alleged harasser will normally be interviewed last so that an opportunity to respond to the allegations is possible.
3. If the investigation reveals evidence to support the complaint of sexual harassment, both the parents of the victim and alleged harasser must be informed, in writing, of the allegation and of the findings. The harasser will be disciplined appropriately. Discipline may include training, counselling, suspension and/or expulsion, and the incident will be documented in the harasser's file.

No documentation whatsoever will be placed in the complainant's file where the complaint is filed in good faith, whether the complaint is upheld or not.

4. Should the school principal conclude that a complaint is not filed in good faith, appropriate discipline will be applied. This discipline could range from an apology to a transfer as noted in point #7 below.
5. If the investigation fails to find evidence to support the complaint, there will be NO documentation concerning the complaint placed in the file of the alleged harasser.
6. Regardless of the outcome of a sexual harassment complaint made in good faith, the student lodging the complaint, as well as anyone providing information, will be protected from any form of retaliation as well as harassment of the individual as a result of his/her having made a complaint or having provided evidence regarding the complaint.
7. In the event that a transfer is required, it shall be the harasser who is transferred, except where the complainant requests to be the one transferred.
8. Both the complainant and the alleged harasser have access to the school or district counsellor.
9. A student has the right to appeal any decisions to the Board. (Section 11 of the *School Act Appeals*). Further, students may use the services of the Ombudsman (1-800-567-3247).

Responsibility of Administration:

It is the responsibility of the administrator, teacher or any employee within this district to take immediate and appropriate action to report or deal with incidents of sexual harassment whether brought to their attention or personally observed. Under no circumstances should a legitimate complaint be dismissed, downplayed or the complainant told to deal with it themselves.

School administration should follow-up with both victim and harasser to ensure the conduct does not continue and that counselling is provided if needed or wanted.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

503.1

ADMINISTRATIVE REGULATION

Interrogation of Students by Police in Schools

The statements below are intended to guide principals in responding to requests from police to interview students either as suspects or accused or as victims or witnesses.

1. A principal should dissuade the police from conducting an interview of a suspect or accused at the school. If the police insist on interviewing a student at school and they have not already made arrangements with the parent/guardian to attend, then the principal should request that it be delayed until the parent has been informed and been given the opportunity to attend. If the interview can be delayed and the parent is able to attend, then there need not be any further involvement by the principal or other school official.
2. In the absence of a parent, a principal should provide personal consultation and/or attend an interview of a student who is a suspect or accused, but only if requested by the student. The consultation should be limited to the parameters outlined below for the student advocate.
3. Where there is a reasonable possibility that the principal may take disciplinary action against the student for the same conduct which is being investigated by the police and the parent is not available to attend the police interview, the principal should facilitate consultation for the student with another suitable adult person or “student advocate”.
4. Consideration should be given to the designation of a suitable volunteer adult person within the school who is acceptable to the student to act as a “student advocate”. The student advocate would be available to attend police interviews and provide practical information to the student where a parent is unable to attend. The student advocate should refrain from eliciting any information from the student (because the student advocate might be ultimately required to divulge this information to a court), but should provide the student with some basic information in advance of the interview, including:

Cross Refs: Board policies 501 503 and 424, Young Offenders Act, Canadian Charter of Rights and Freedoms

Adopted: November 24, 1998
Reviewed:
Revised:

- a) that the student has the right to consult with counsel*
- b) that the student does not have to give a statement to the police and, if he/she does, it may be used against the student; and
- c) that the person consulted may be called as witness for or against the young person.

*** The legal services society provides the “Brydges” line for students wishing to talk to a lawyer. Brydges is reached via pager 613-0566 or toll free at 1-888-978-0050.**

5. A principal may attend an interview of a victim or witness, although there is no obligation to do so. The primary purpose of attendance would be to provide support to the student, presumably where a parent was unable to attend. In deciding whether to attend, the principal should consider such factors as the age and maturity of the student and the nature of the incident being investigated. A principal should not attend if the student or police want to conduct the interview in private. If the principal attends such an interview and during the interview the police advise that the student is now a suspect, the above noted considerations would apply.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**506.1
ADMINISTRATIVE REGULATION
Information on the Medical Alert Form**

The Fraser Valley Health Regional and the Chilliwack School District have collaboratively developed the Medical Alert Form for school use.

1. WHO SHOULD COMPLETE THIS FORM?

It is designed for students who have:

- a) a medical condition that requires medication at school (ie, ADHD (Ritalin) to anaphalaxis (EpiPen)
- b) a medical condition that requires intervention in the event of epilepsy, diabetes, anaphalaxis (may or may not require medication)

2. THE PURPOSE OF THE FORM

The Medical Alert Form provides:

- a) pertinent information on students with the above medical conditions
- b) a quick list of parental preferences in a health emergency
- c) parental request for medication to be administered at school
- d) physician authorization for the administration of medication
- e) parental release for the administration of medication
- f) for a response plan (if required)
- g) information on staff training in the administration of medication
- h) school and public health authorization

Cross Refs:

Adopted: November 12, 1980
Reviewed: November 23, 2004
Revised: February 26, 2002

3. **USING THE MEDICAL ALERT FORM**

The school principal or designated staff member will give the parent/guardian a Medical Alert Form to complete if they have indicated that their child has a health need that will require medication to be taken at school or that may require an emergency intervention. The parent will be provided with instructions on the completion of the form by school staff and in writing (sample letter provided). When the form is returned to the school, the public health nurse should be contacted to review the form and meet with the school principal to develop a response plan.

All documentation must be finalized prior to the administration of any medication. In some cases this may mean that the child will not attend school until the plan is complete. The administrator will designate a contact person at the school who will be responsible for collecting the form in a timely manner and informing the public health nurse.

4. **RESPONSE PLANNING**

- a) have a training session for staff on the use of an EpiPen
- b) provide school staff with information on the medication or the child's medical condition
- c) design an EMERGENCY RESPONSE PLAN in conjunction with the parent and school staff
- d) designate a staff member to administer and/or supervise medication

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

507.2

ADMINISTRATIVE REGULATION

**Student Records: Print Information for Non-Custodial
and Co-Custodial Parents**

Wherever possible and legal, the Board of Education recognizes the value of providing information to non-custodial parents regarding school progress and activities pertaining to their child. The School District also recognizes that many divorced parents continue to share caregiving and custody and that each parent, under legal and practical circumstances, ought to have equal access to information regarding their child's school progress and activities.

Therefore, upon written request to their child's school principal, the school shall subsequently and routinely mail to that parent copies of all school information which is normally sent home with the child. This shall include copies of report cards, class and school newsletters. These mailings should continue for the remainder of the school year in which the request is made. Non-custodial parents and parents with shared custody not normally receiving materials from the school may annually request this service.

In some cases, parents are not, by court order, entitled to access to school information regarding their child. Challenges to a parent's access to information will be referred immediately to the Superintendent of Schools. All information will be withheld pending resolution of the Superintendent's investigation. Principals will advise anyone challenging a parent's right to information that it is only by court action that this right can be frustrated. Those launching challenges are advised to provide documentation regarding court orders prohibiting access to information.

Cross Refs:

Adopted: October 26, 1988
Reviewed:
Revised:

BOARD OF EDUCATION

School District #33 (Chilliwack)

510.1

ADMINISTRATIVE REGULATION

District / Authority Awards

The District Scholarship Committee, comprised of one trustee, one district office administrator, and representatives from Chilliwack Secondary, Sardis Secondary, G.W. Graham Secondary, the Education Centre, and Fraser Valley Distance Education School, sets the requirements and selection processes for the District / Authority Awards. All candidates must meet the [basic eligibility requirements](#) as outlined by the BC Ministry of Education.

Specific Criteria

1. Candidates for a District / Authority Award will be students demonstrating outstanding achievement in defined area(s) (see table below).
2. Candidates must be a Canadian citizen or permanent resident; must be a BC resident; and have not received a District/Authority award in the past.
3. Candidates must fulfill BC graduation requirements of either the 2004 Graduation Program or the Adult Graduation Program by August 31 of their graduating year.
4. School based scholarship/bursary committees will make the selections based on pre-determined criteria which can include, but are not limited to, achievement, attendance, punctuality, work habits and cooperation. The school based committee will endeavor to distribute the awards equitably across the defined areas.
5. Names of the candidates shall be forwarded to the District Awards Committee for submission to the Ministry of Education.

Area of Achievement	Examples
Indigenous Languages and Cultures	Demonstrated at school or in the community
Fine Arts	Visual Arts, Dance, Drama, Music
Applied Design, Skills and Technologies	Business, Technology, Home Economics, Information & Communication Technology
Physical Activity	Athletics, Dance, Gymnastics (not limited to Physical Education)

International Languages	International Languages Curriculum or External Assessments, including AP and IB Courses
Community Service (Volunteer Activity)	Includes awareness of local, global and cultural issues
Technical and Trades Training	Automotive, Robotics, Coding, Woodwork, Culinary Arts

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

511.1

ADMINISTRATIVE REGULATION

International Student Program: Fee Paying Students

DEFINITION:

“International Student” - a person of school age, as defined in the *School Act* of British Columbia, whose permanent resident at the time of application for admission is outside Canada, and who requires student authorization from the federal government to enter the country for the specific purpose of attending a secondary school. International students shall be subject to tuition fees charged by the district.

ADMISSION REQUIREMENTS:

Students whose permanent residence is outside Canada applying to the International Student Program may be admitted upon payment of a fee set by the Board providing the following criteria are met:

1. Prospective international students shall submit all required application documents and meet program requirements
2. Completion of all procedures and compliance with all regulations of Immigration Canada to acquire a student authorization.
3. Students enrolled in the International Student Program must live in an approved local Chilliwack homestay arranged by Chilliwack School district and abide by the District Homestay Guidelines.
4. Fees for students in the International Student Program shall be paid according to the established schedule.

It is understood that letters of acceptance into the International Student program shall be for one year. Requests for extension will be accepted on an annual basis.

FEES:

The Chilliwack School District will charge students involved in the International Student program tuition fees set annually by the Board.

PLACEMENT:

1. Placement of students in schools, programs and homestay shall be at the prerogative of the Superintendent or designate.
2. Placement decisions will be based on space availability, English proficiency, program availability and previous academic record.

GRADUATION:

Acceptance into the International Student Program by Chilliwack School District does not guarantee the right to graduate with a British Columbia Dogwood Certificate. Students must meet the Ministry of Education requires to receive their diploma.

SCHOLARSHIPS AND BURSARIES:

International students are not eligible for provincial scholarships and may not compete for local bursaries and scholarships.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

512.1

ADMINISTRATIVE REGULATION

Supervision of Students during Noon Intermission

BOARD/C.T.A. COLLECTIVE AGREEMENT:

The Board/C.T.A. Collective Agreement recognizes a teacher's right to a duty free period during the regularly scheduled noon intermission. (Article D.6)

SELECTION OF SUPERVISION ASSISTANTS:

The District recognizes the need to recruit and select supervision assistants who meet the criteria to fulfill the duties and responsibilities and who have the required knowledge, abilities and skills as outlined in the job description for Supervision Assistant. (CUPE Job Description)

ESSENTIAL ELEMENTS OF TRAINING:

There are two levels of responsibility for introduction and training for Supervision Assistants-District and School. This will include but not be limited to:

District:

1. Basic orientation to the supervision task
2. Basic first aid
3. Conflict resolution
4. Intervention techniques
5. Process for notification if absent

School:

1. Zones to be supervised
2. Responsibility and authority in the school setting
3. Provision of basic supply kit
4. Confidentiality
5. Stranger awareness
6. School security
7. Medical alerts
8. Emergency procedures

Levels of Service:

The Superintendent or designate is authorized to staff schools with Supervision Assistants according to the formula below. Individual school or site conditions and/or extenuating circumstances may make adjustments upward or downward necessary. Enrolment is based on headcount.

Less than 175	1 Supervisor
175-250	2 Supervisors
251-450	3 Supervisors
451-650	4 Supervisors
651-850	5 Supervisors
More than 850	To be determined

BOARD OF EDUCATION School District #33 (Chilliwack)

514.1 ADMINISTRATIVE REGULATION Safe Schools

Schools are expected to establish a code of conduct that is consistent with board policies and regulations, the *BC Charter of Human Rights and Freedom*, the *BC Human Rights Code* and provincial standards. In establishing and maintaining a school code of conduct schools are required to:

- Consult with students, parents and staff as part of the development of the code of conduct.
- Communicate in language appropriate for the student audience the prohibitions against discrimination as set out in the *BC Human Rights Code* (race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and age).
- Communicate the appropriate expectations regarding acceptable and unacceptable behavior including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school related activities or in circumstances that will have an impact on the school environment.
- Communicate the consequences of non-compliance which take into account the student's age, maturity and special needs; if any. Wherever possible consequences should focus on a restorative approach rather than punitive measures.
- Distribute copies of the code of conduct to all students, parents and staff at the beginning of the year and to new members of the school community when they arrive.
- Display codes of conduct prominently in the school and on the school website.
- Review codes of conduct annually with the students, staff and parents to assess their effectiveness in dealing with current school issues.

Cross Refs: Student Behaviour Policy, Weapons Policy, Student Discipline and Suspension Policy, Ministry of Education - Safe, Caring & Orderly School

Adopted: October 26, 2010
Reviewed: October 11, 2016
Revised: October 12, 2016

- Provide assurances that the school will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.
- Provide an updated copy of the School Code of Conduct and the review process to the Board Office by the end of October of each school year.

Student, parent and staff education is a critical component of improving student and staff safety and providing safe school environments. To support a safe and caring learning and work space:

- Schools will incorporate school in-service, individual professional development, and group staff development activities as opportunities to enhance the school and work place as a tolerant and diverse learning environment.
- Students will be educated in the areas of tolerance, diversity, harassment, discrimination, and anti-homophobia education through the BC Provincial Curriculum in subject areas such as: Social Studies, Physical and Health Education and Career Education.
- Students, parents and staff will be included in activities that raise awareness and improve the understanding of the lives of all people who are identified as lesbian, gay, bisexual, transgender, transsexual, or who are questioning their sexual orientation or gender identity.
- Schools will provide supports for students who are identified as lesbian, gay, bisexual, transgender, transsexual, or questioning their sexual orientation or gender identity.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

518.1

ADMINISTRATIVE REGULATION

Distribution of Information or Materials

1. All material and information distributed within or through schools shall be accurate and promote the goals of the district and school.
2. Recognized charitable organizations and other organizations having educational or community service attributes may apply, and be authorized by the Superintendent of Schools or the Superintendent's delegate to have information or materials distributed.
3. Any information presented to students in the schools by outside individuals, groups or agencies shall be reviewed and approved by the Superintendent of Schools or the Superintendent's delegate, prior to its distribution to students.
4. School staff shall ensure that all material and information is appropriate and approved by the Superintendent or the Superintendent's delegate prior to distribution. Any material and/or information that the Principal deems to be inappropriate for distribution shall not be distributed.
5. School principals may approve the posting in the schools of information which promotes or advertises the activities of groups which operate within that school community only where the activity is deemed to be in the best interest of students and/or the school community. Any such advertising material and/or activity shall not be of a political or partisan nature.
6. The Superintendent, at his/her discretion, may direct the principal to obtain signed parent/guardian consent forms prior to access to students and/or the distribution of information or materials. The following guidelines will apply:
 - i. The approved organization or person is responsible for providing to the principal sufficient quantities of consent forms, information or materials, but shall not distribute the consent forms, information or materials directly to students.
 - ii. Students will be provided a consent form to take home for parent/guardian written consent. The principal shall be responsible

for the distribution of consent forms, information or materials to the students.

- iii. All signed consent forms for access and/or distribution of information or materials will be retained at the school office for a full year.
- iv. Upon written consent by a parent or legal guardian, a student will receive the information or materials.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**523.1
ADMINISTRATIVE REGULATION
School Fees**

The following guidelines are to address circumstances where parents and/or students may have difficulty paying school fees for required courses or programs. The guidelines, although specific to circumstances of inability to pay, are applicable to any circumstance where fee payment is a concern for parents. It is the School Board's expectation that all such circumstances be handled in a sensitive manner.

GENERAL:

1. Consideration should be given to the fact that some parents have several children in our schools and fees can have a significant impact on the family budget.
2. As much as reasonable, school fees at each level should be consistent.
3. Date due on invoices should be realistic, include payment options, and have a reasonable description of charges.
4. A clearly identified contact at the school should be named on the invoice should parents or students have questions or concerns.
5. Fee lists, even if tentative, should be published in June to allow parents ample time to budget for the new school year.
6. Student report cards are not to be withheld where fees are in arrears.

Cross Refs: Adult Student Fees Policy 520, Ministerial Orders

Adopted: October 28, 1997
Reviewed: October 23, 2007
Revised:

ALTERNATIVE PAYMENT:

1. School personnel dealing with parents experiencing financial difficulty should be prepared to, where appropriate:
 - a) Waive fees to ensure no student is denied access to required program or activity;
 - b) Make parents aware that if fee payment is a problem they may approach the school and be assured that confidences will be respected
 - c) Ensure that staff, who need to know of the alternative payment provisions, are so informed.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

524.1

ADMINISTRATIVE REGULATION

Use of Physical Restraint or Seclusion of Students

DEFINITIONS:

Seclusion – the involuntary confinement of a person, alone in a room, enclosure or space that the person is physically prevented from leaving. The term seclusion does not apply in the following situations:

1. When a student has personally requested to be in a different/secluded/location/space;
2. When a student is outside of the regular classroom and possibly alone (but supervised) for a calm or quiet break if these breaks are behaviour strategies that are proactive and are part of the student's daily routine.

Physical restraint – a method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others. The term physical restraint does not apply in the following situations:

1. The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.
2. A temporary, gentle touch on a student's arm, shoulder or back for the purpose of guiding a student to a safe location. A gentle touch to some students can be a physical trigger. Be mindful of the student's safety plan.

GENERAL GUIDELINES:

In cases where an individual student could potentially cause harm to self or others, the following plans should be collaboratively developed with the principal, teachers, support staff, parents/guardians and, when appropriate, the student and consider information from assessment reports if available.

1. As Safety Plan detailing the student's triggers, patterns of escalation and appropriate adult responses.
 2. Based on the data from a Functional Behaviour Assessment (FBA), a formal positive Behaviour Support Plan or Behaviour Intervention Plan describing positive behaviour interventions supports and conflict de-escalation procedures will be collaboratively developed.
-

Cross Refs: Provincial Guidelines – Physical Restraint and Seclusion in School Settings, British Columbia, Ministry of Education, June 3, 2015

Adopted: January 27, 1998

Reviewed:

Revised: March 5, 2007, November 27, 2018, February 20, 2019

3. The Safety Plan will be communicated with Teachers, Teaching on Call, Education Assistant replacements as well as any other staff likely to be in contact with the student

A review/revision of prevention/interventions strategies/ plans within a school or classroom must occur in cases where there is:

1. Repeated use of physical restraint or seclusion for an individual student
2. Multiple use of physical restraint or seclusion occurring within the same classroom
3. Repeated use of physical restraint or seclusion by an individual staff member

It is the principal's responsibility to ensure that staff such as bus drivers, clerical, custodians, support staff and all casual staff read the plans and understand the importance of adhering to these plans for their own and others' safety.

GUIDELINES FOR PHYSICAL RESTRAINT

1. The Chilliwack School District maintains that a "hands off" policy is the best practice dealing with students who are acting out. Physical restraint must not be common practice and must be used only in exceptional circumstances where a child is in imminent danger of causing serious harm to self or others
2. Physical restraint will only be employed until the imminent danger or serious harm to self or others has dissipated
3. The use of harness or similar approved equipment will only be employed, in keeping with the student's IEP, to prevent running away from the supervised environment. The use of a harness must be approved by the District Principal of Student Services and the student's I.E.P. must include a plan to build skills to eliminate the need for the device.
4. Any time, except when a student's I.E.P. details a different procedure, physical restraint is necessary, a "Physical Restraint of Students" incident report must immediately be filed with the District Principal of Student Services. The Safe Schools Coordinator and Parents/Guardians must also be informed about the incident immediately.
5. Physical restraint is always conducted in a safe manner by a person who is trained in the proper methods of physical restraint. This training will ensure:
 - 5.1 Student's breathing is not restricted
 - 5.2 Student is not in a prone position (facing down on their stomach)
 - 5.3 Student is not in a supine position (on their back, face up)
 - 5.4 Mechanical restraint devices are never used
6. Training sessions in positive behaviour support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis

7. The need for staff to be trained in the use of physical restraint for a student will be determined by the District Principal of Student Services in consultation with district staff, school administration and school staff.
8. If a student's I.E.P. details a procedure for the use of physical restraint, it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for physical restraint

GUIDELINES FOR SECLUSION:

1. The space used for seclusion must not jeopardize the student's health and safety – emotionally or physically. Seclusion should only be employed in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
2. Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
3. Any time seclusion is necessary, except when a student's I.E.P. details a different procedure, a "Student Safety Incident" or Level 1 Threat Assessment Report must be filed with the District Principal of Student Services. Parents/Guardians must be informed about the incident immediately.
4. A student must never be locked into a room unless a Safety Plan for Locked Seclusion has been created in collaboration with District Student Services personnel, School Administration, school staff, parents and possibly outside agencies.
5. Any room that is to be used for seclusion must have an observation window and the secluded student must be under continuous visual observation. The student's behaviour must be recorded at regular intervals by the observing adult throughout the period of seclusion.
6. If a student's I.E.P. details a procedure for the use of seclusion, it will also contain an agreed to notification system for parents and a plan to build skills to eliminate the need for seclusion.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

525.1

ADMINISTRATIVE REGULATION

Support for Student Education Programs by Outside Agencies and Certified Professionals

OTHER MINISTRIES:

School District employees will work cooperatively with government ministries and agencies to support joint programming for students.

PROVISION OF ADVICE BY OUTSIDE CERTIFIED PROFESSIONALS:

Where parents/guardians wish to have outside professionals, private consultants, or members of an outside agency influence school programs for a student, the following protocols apply:

1. The professional should contact the school principal (or designate) to arrange a meeting with the parent/guardian and the School Based Team. The initial meeting should discuss how communication will be coordinated, various roles and responsibilities, and how decisions are made.
2. The outside professional should be made aware in advance that while advice is certainly appreciated, school based and district based personnel are responsible for decisions on the instructional, curricular or behavioural strategies delivered to the student.

OBSERVATIONS BY OUTSIDE CERTIFIED PROFESSIONALS IN THE SCHOOL SETTING:

Where certified outside professionals have requested the opportunities to observe a child in the classroom setting, the following protocols apply:

1. The certified professional must have the permission of the principal and teacher(s) involved and the student's parent/guardian. Where a child protection issue involving neglect or abuse is involved, parental/guardian permission may not be required.
2. The focus of the observation is to observe the student's reaction to the activities in the classroom.

Cross Refs:

Adopted: October 27, 1998
Reviewed: February 7, 2005
Revised: December 18, 2014

3. Suggestions and advice provided by the outside certified professional shall be duly considered, and may be implemented, with the agreement of the teacher, parent/guardian and School Based Team.
4. Normally, outside private professional do not provide direct service to students within the school.

OBSERVATIONS BY DISTRICT EMPLOYEES OF A STUDENT IN ANOTHER SETTING:

Where district employees have been requested to observe a student at home or in another setting, the prime purpose of the observation is for the district employee to become more sensitive to how the student reacts in various settings. In these observations the following protocols apply:

1. District employees must be in agreement that this is an appropriate measure.
2. While the employee may observe new techniques and processes related to the student's programming, the decision to use them rests with the teacher, district personnel, the School Based Team and the parent/guardian.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**527.1
ADMINISTRATIVE REGULATION
Acceleration**

Students may be accelerated in one or more specific subjects or grades when they display exceptional ability and performance. Normally a student would accelerate to the next grade or subject in sequence. For a student to be accelerated they must:

1. Show an exceptional degree of academic competence in the learning outcomes of the core curriculum of the grade or subject in which they are requesting acceleration.
2. Possess a level of social/emotional maturity that would encourage a successful transition.
3. Demonstrate an age appropriate understanding, involvement and commitment to the acceleration process.
4. Have the support of the School Based Team who will considering the following:
 - the recommendation of the current teacher(s) and the receiving teacher
 - the school based and district assessments
 - the recommendation of the parent(s)
 - other appropriate or relevant information
 - the provision for on-going support and evaluation of the student's progress, as part of the IEP process
5. Schools will provide the resources necessary to allow for the continuity of the program.

Cross Refs: Challenge Policy, Equivalency Policy, *School Act* Appeals Bylaw

Adopted: April 24, 2001
Reviewed:
Revised: February 7, 2005

BOARD OF EDUCATION
School District #33 (Chilliwack)

530.1
ADMINISTRATIVE REGULATION
Home School Guidelines

To facilitate a positive and supportive response to home school parents and their children the following guidelines have been established. The guidelines are intended as reference for school administrators and staff. For registered home school parents it is hoped the guidelines will clarify what might reasonably be expected from the school where their home school child is registered in terms of resources and services.

1. While parents may register their child for home school at any school of their choice in the district, it is recommended that parents register their child at the Fraser Valley Distance Education School rather than their neighbourhood school. In this way services to home school children provided at the Fraser Valley Distance Education School may be supplemented by services provided in the neighbourhood school if so desired by parents.
2. Home school students must be registered before September 30 of each year to allow the school district to be eligible for funding. Registration does not constitute enrolment in the school.
3. Schools with registered home school children are required to provide free of charge:

Copies of Performance Standards and IRPs. Principals shall inform home school parents of the district testing program, FSA and provincial examination schedule (where applicable).

4. Home school students may have access to in-school examinations and will be subject to all school rules.
 - The loan of educational resource materials as are loaned to the schools' enrolled students shall be provided to home school students subject to the completion of a loan contract, the collection of a deposit and availability. Consumable materials will not be provided. Equipment specified in curriculum guides may be loaned subject to availability.

Cross Refs:

Adopted: January 27, 1998
Reviewed:
Revised: February 7, 2005

- Educational resource materials subject to loan shall be related to required course work as listed in the IRP's.
 - Any loaned materials that are lost are to be replaced at parent expense.
5. Subject to principal approval a registered home school child may attend educational programs offered by the Board under terms and conditions set by the Board. Principals' decisions should be guided by:
 - The impact on the class/students
 - Dependence of the requested program on previous learning and experience
 - The impact of the requested program on the home school student
 - The impact on the teacher
 6. The Board may charge fees for goods and services provided by the Board. All or part of any deposit may be refunded to the home school parent on the return of the educational resource materials.
 7. Information on fees to be charged and deposits required shall be available from the respective school for parents of students registered for home school.
 8. Participation of home school students in curricular activities shall be approved at the school level. A fee may be levied and parent supervision may be requested.
 9. Access to the school for on-site educational resources to support required course work shall be provided at school discretion and include:
 - Supervision by the parent or school authorized responsible adult with demonstrated competence to work with any equipment to be used
 - Scheduling that does not disrupt the regular school program
 - Reimbursement to the school for any consumable materials used
 10. Home school student participation in extra-curricular activities shall be subject to school rules, regulations and fees and include school approval, payment of any fees and completion of permission forms. Home school student involvement should not deny participation to any student enrolled and regularly in attendance.

11. Should a home school parent request support services beyond the terms of the *School Act* and Regulations, such requests will normally be directed to non-school district professionals.
12. Adults involved with home school children on school premises and school related functions must comply with school district regulations regarding criminal records searches (CRS).

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**531.1
ADMINISTRATIVE REGULATION
School Admission and Choice**

1. DEFINITIONS:

school age is defined by 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.

parent includes a guardian of the person appointed by court order or under the will of a deceased parent, but does not include a non-custodial parent.

guardian means a person who is so ordered by the court in accordance with the Family Relations Act.

ordinarily resident means the establishment of a permanent home and maintenance of an ongoing presence in the school district and the term. The parent or guardian has the responsibility to show they meet the definition of ordinarily resident. The place of ordinary residence at the time of application will determine the applicant's category for purposes of section 2(d) of this regulation.

place of residence: For purposes of this policy, a student's place of residence is deemed to be that of the student's parent, unless satisfactory evidence is produced that the student's ordinary place of residence during the school year is elsewhere.

school district child means a catchment area child or a non-catchment area child.

catchment area child means a person

- a) of school age
- b) resident in the catchment area of the school

non-catchment area child means a person

- a) of school age
- b) resident in the school district and
- c) not resident in the catchment area of the school

non-school district child means a person

- a) of school age
- b) resident in British Columbia, and
- c) not resident in the school district

previous school year means the school year previous to the school year for which the person is applying to enroll in an educational program.

continuing student means a student in attendance at the school or designated feeder school during the previous school year.

feeder schools and their related **receiving schools** are as described by the Board's catchment areas, where the class from the highest grade offered by the feeder school would be enrolled the next year in a designated receiving school unless an application for enrolment elsewhere is accepted under the district's enrolment process for continuing students.

district choice programs are as specified in the district's policy on programs of choice or are programs established with a particular educational focus, offered at specific schools, for which application to the school district must be made. They may have special program entrance criteria and special catchment areas.

2. DETERMINATION OF AVAILABLE SPACE AND FACILITIES

- a) Space and facilities are available in a school to enroll a student or applicant if, based on reasonable enrolment projections, there is expected capacity for both physical space and instructional resources to provide the student or applicant with an educational program.
- b) The Board delegates to the Superintendent of Schools (or designate) the decisions whether space and facilities are available in individual schools and educational programs.
- c) Decisions on space, program capacity and facilities availability will be made in consultation with the principal of the affected school and will give consideration to the following factors:
 - the operating capacity of the school as defined by the Ministry of Education
 - staff assigned to a school by the district

- the physical space in which instructional programs operate in the school
 - the ability of the school to provide appropriate educational programs for the applicant and other students
 - the needs of other programs located in the school
- d) If space and facilities are determined to be available, enrolment in educational programs in the school will be offered in the following priority order, provided that application deadlines and requirements are met:

- | | |
|------------|---|
| Category A | continuing student who attended the school or feeder school during the previous school year. |
| Category B | <ol style="list-style-type: none"> 1. catchment area student wait-listed before March 1 from previous years. 2. other catchment area student 3. new non-catchment area student who is a sibling of a continuing non-catchment area student |
| Category C | non-catchment area child |
| Category D | non-school district child |

- e) Wait lists will be established for those not accepted. If an applicant declines an offer of enrolment, the applicant will be removed from the current year's wait list.
- f) Evaluation of space availability will take place periodically by the principal to ensure that the maximum numbers of requests are met at the earliest time possible.
- g) Tie-breaking - When applications made within district enrolment timeline requirements have the same priority selection, priority between them will be determined by time and date of application.

3. CATCHMENT AREAS

The location of a student's normal residence will usually determine the catchment area school for enrolment purposes. The Board determines the boundaries for each school and may periodically adjust these based on the number of school-aged children residing in the catchment area, school space, resources and facilities. Some specialized educational programs available at a single site or limited sites may have the district as their catchment area.

4. REGISTRATION, ENROLMENT AND PLACEMENT PROCESS FOR SCHOOL DISTRICT CHILDREN

- a) **Continuing School District Students:** school district students who will be continuing at the same school or the related receiving school without a change of educational program are not required to apply.
- b) **Transfers:** school district children who are applying to transfer from one school in the district to another school in the district or to a different educational program are required to apply in accordance with the district enrolment timeline requirements. Parents may request a transfer and this will be granted providing a suitable program, resources, space and facilities are available. A parent requesting a transfer must contact the school their child is currently enrolled in and complete the transfer form. A copy will be given to the parent and a copy will be forwarded to the requested school. The principal, in consultation with the parents may arrange a transfer if the parents believe it is in the best interests of the student. Parents of students transferred by request to a school outside their catchment will be responsible for transportation arrangements to and from school.
- c) **Registration and Placement** - If a catchment area school or requested school does not have space, facilities, adequate resources or an appropriate educational program to meet the student's educational needs, an alternative placement will be made in accordance with this regulation as outlined below:
 - i) A student remains a student of his/her catchment area school until an alternate placement is accepted.
 - ii) Should a student require an immediate school placement during the school year (new registration to the district), the principal, in consultation with the parents, will arrange for placement in another school as an overflow student. Upon request, as indicated on the registration or transfer form, the student's name will be kept on the catchment area or requested school's wait list for a possible placement at the start of the next school year.
 - iii) Should a student's application for registration occur after the district enrolment deadline and the school is not able to accommodate the request, the student will be placed on the wait list for the next school year.

- iv) During the summer months when schools are closed, parents may make application to register students in person at the Chilliwack School District Office during regular office hours. A list identifying the time and date a student has requested registration will be kept and forwarded to the principal of the requested/catchment area school for consideration and placement. The place of ordinary residence at the time of application will determine the applicant's category for purposes of section 2(d) of this regulation. All schools will have registration times during the week prior to school opening following the summer break.

5. GUARANTEE OF EDUCATIONAL PROGRAM

School district children who apply for enrolment in an educational program will be provided with an educational program in the district as required by the *School Act*, unless a parent of the student consents to a placement outside the school district.

6. COMMITMENT

- a) The district process shall encourage school age students and their parents to jointly consider the student's educational needs before requesting an assignment to a school other than the current school or the catchment area school.
- b) Applicants may apply for more than one educational program but may only be enrolled in one. When an applicant is offered and accepts enrolment in an educational program (in or out of the school district), applications for all other programs become invalid. When a student is offered a placement for which they have applied, a timely decision is required. Normally this would be within 24 hours unless extenuating circumstances exist. Failure to accept a placement offer in a timely fashion will result in the space be allocated to another student and removal of the previous student offered the space from the wait list. If the placement is accepted, the student may not maintain enrolment or wait list status at another school.
- c) The Superintendent or designate is authorized to enter into reciprocal agreements with other school districts to review wait lists and enrolment information in order to enforce this policy.
- d) Students accepted to a school who reside in the school district shall remain enrolled at their school of choice as a continuing student.

7. PROGRAM REQUIREMENTS

Applicants for enrolment must meet all program requirements for the requested educational program.

8. DISCRETIONARY ACCEPTANCE: SUSPENDED OR EXPELLED NONSCHOOL DISTRICT CHILDREN

Enrolment applications from non-school district children may be refused if the child:

- a) is under suspension from a BC public school or school district, or
- b) has been refused an educational program by a BC public school Board under s. 85(3) of the *School Act* for refusing to comply with the code of conduct and other rules and policies of the Board or has failed to apply himself or herself to his or her studies. Such applications or any other applications from students with limited or restricted attendance by other schools or government bodies outside the BC public school system, will be referred to the Superintendent or designate for a decision on admission. Such students will only be admitted in extraordinary circumstances where the Superintendent is satisfied that the student is unlikely to repeat the offending conduct. Admissions may be made subject to terms and conditions.

9. COMMUNICATION

Application periods and enrolment dates will be communicated to the school communities and to the community at large and may also be communicated to communities outside the school district (ie newsletters, newspaper advertisements, website).

10. DISTRICT ENROLMENT TIMELINES

a) Catchment Area Applications

- i) **Kindergarten:** September to March 1: Applications will be received, dated and prioritized for kindergarten enrolment for the following school year. It is anticipated that in most cases, families registering their children at their catchment school during this period of time should expect that it is most likely that room will be available at their catchment school for the following September.
- ii) **March 1st:** By March 1st, parents of students who remain on the wait list due to enrolment at an earlier date not being possible, and who are in the catchment area, will be contacted by the principal of the catchment area school. They will be advised that their children will be enrolled at their catchment school for the school year beginning in September. If, at this time, a parent/guardian chooses to

waive their right to attend their catchment school, the student will remain at the school in which they are currently registered as a continuing student for the following year.

- iii) **June 1st:** A newly arrived student, who registers at their catchment school by June 1st, should anticipate that whenever possible, the student will be enrolled at the school by September of the upcoming school year.
 - iv) **After June 1st:** A newly arrived catchment area student registering after June 1st may be required to have their name placed on the wait list for the school if room is not immediately available for September. Priority of enrolment at the school will be dependent upon the time and date of registration with priority given if there are siblings attending the school who will remain as continuing students in September.
 - v) **June 15th:** Principals communicate with parents regarding enrolment for September for catchment students who have applied prior to June 1st.
- b) **Continuing Students** who reside in the school district but not in the catchment area are not required to apply annually to attend the school in which they are currently enrolled. These students will be enrolled automatically subject to space availability and meeting program requirements, unless transferred or withdrawn. See sections 4 (a) and 2 (d).
 - c) **Continuing Non-District Students** must re-apply to attend the school in which they are enrolled each year prior to March 1st . If it is anticipated that space will not be available for the following school year, students and their families will be notified prior to the beginning of Spring Break by the principal of the school in which they are enrolled.
 - d) **Non-Catchment Area Applicants and Non-School District Applicants**
 - i) **January 15th to March 1st:** schools will accept registrations for first time, non-catchment area applicants and non-school district applicants. These applications will be prioritized in accordance with 2.d) (ie non-catchment children with siblings who are continuing students, other non-catchment children, non-school district children). These registrations will identify the “eligible” applicants to be considered for enrolment in the

following September. Notification of acceptance will normally be given by **June 15th**.

- ii) Non-catchment area students who apply **after March 1st**: A non-catchment area child applying to a specific program or school and a non-school district child applying to a specific program or school after March 1st will have their application considered for enrolment in the school or program at the discretion of the principal if space, facilities, resources and an appropriate educational program are available. Late applications received after March 1st may not be reviewed until September enrolments are confirmed following the first week school is in session in September.

e) **Unconfirmed Students in September**

An enrolled student may be removed from the school's register if the student has not returned to school by 3:00pm on the last day of the first week of school opening in September and if the parent has not advised the school of the student's late return.

BOARD OF EDUCATION

School District #33 (Chilliwack)

533.1

ADMINISTRATIVE REGULATION

Maintenance of Order

As described in Policy 533, the Board is committed to and responsible for ensuring the maintenance of order in schools, on school property and at school district events.

Exclusion Orders under Section 177 of the School Act may be issued in circumstances where the principal or vice-principal determines that a person's actions pose a risk to the safety of staff, students and others in the school community, or present a significant and ongoing disruption to the educational programs offered by the school or the School District and include, but are not limited to, unwelcome visitors to schools during the school day, after school and all co-curricular and extra-curricular school functions including sports events, dances and performances.

PROCEDURES:

1. All persons on school property are expected to comply with school rules and regulations. Schools will display a sign at major entrances directing all visitors to report to the office.
2. Visitors are required to report their presence to the school office, inform the school secretary or principal/vice-principal of the purpose of the visit and wear a visitor's identification badge while on school property.
3. The following employees are authorized by the Board to issue Exclusion Orders pursuant to Section 177 of the *School Act*: Superintendent of Schools, Assistant Superintendent of Schools, Directors of Instruction, and Principals and Vice Principals.
4. A staff member who encounters an unwelcome visitor should notify administration. Only if the statutory officer of the Board or his/her designate is unavailable should the staff member direct the visitor to leave. A witness should be present.
5. Any person who is on school property during or after the instructional day may be asked to leave. The request to leave must be made prior to requesting the assistance of the RCMP if the person refuses to leave the grounds or premises after being directed to do so.

Cross Refs: Policy 514 -Safe Schools; Policy 501 - Student Behaviour, Policy 515 - Weapons, Policy 501 - Student Discipline and Suspension; School Act

Adopted: February 9, 2017
Reviewed:
Revised:

6. Where practicable, provide prior notice to the Superintendent of Schools or designate of the intent to issue an Exclusion Order pursuant to Section 177 of the School Act.
7. Provide written notification (**Notice of Exclusion Letter – Form B**) to the excluded person as soon as possible, including reasons for the exclusion, the length of the exclusion, the date for review and information about the avenues for appeal.
8. Provide a copy of **Notice of Exclusion Letter – Form B** to the local RCMP.
9. The principal or vice-principal will document the incident (**Report on the Issuance of an Exclusion Order – Form 533.1A**), including the following information as a minimum, and send a copy of the letter and the report to the Assistant Superintendent of Schools (letters will be tracked at both the school and district level).
 - a. Name of school
 - b. Date, time and location of incident or incidents
 - c. Description of incident or incidents (i.e., what happened, who was involved, etc.)
 - d. Name (and contact information, when possible) of person excluded under Section 177
 - e. Name of principal or vice-principal who directed the person to leave school property
 - f. Length of exclusion
 - g. Date for review of decision to exclude
 - h. Means of delivering the Exclusion Order letter
 - i. RCMP file number for incident (if a file was opened by the RCMP) and name of the attending officer
 - j. Name of person completing the form
10. Any personal information collected in relation to a Section 177 Exclusion Order will be dealt with in accordance with the *Freedom of Information and Protection of Privacy Act*.

APPEALS PROCESS:

1. Persons excluded through Section 177 have 30 days to appeal the decision directly to the Superintendent of Schools or designate. If the Superintendent of Schools made the decision to exclude, the appeal will be forwarded to the Board.
2. A decision on the appeal will be made and communicated in writing within 14 business days of receiving all requested information. In some cases, an appeal of an exclusion under Section 177 could be heard through a Section 11 appeal (Bylaw 4 – Appeal Procedure), where a decision of a board employee significantly affects the education, health or safety of a student.

BOARD OF EDUCATION
School District #33 (Chilliwack)

534.1
ADMINISTRATIVE REGULATION
Student Dress Guidelines

This regulation outlines the process for schools to develop a dress guideline that must include expectations regarding school attire focusing on a safe, caring and inclusive learning environment that is educative, preventative, and restorative in practice and response.

1. It is expected that schools in collaboration with parents, teachers and students (as appropriate) will write dress guidelines that will promote and support the school learning environment.
2. A uniform dress guideline is a prescribed dress requirement for students at a particular school. The requirement can range from a specific style and/or colour, to standards for colours and/or materials that may be met within broad limits.
3. The district expects that students will demonstrate their commitment to their own education by dressing and grooming themselves in a manner that is aligned with the articulated school dress guideline.
4. A student's appearance or mode of dress will not be permitted to disrupt the educational environment or threaten health or safety. In disruptive situations, students will be required to change their clothing to comply with the dress guideline expectations.
5. Dress guidelines should outline interventions that "are appropriate" and "are restorative in nature rather than punitive" and take into consideration student age, maturity and ability.
6. Schools are expected to teach and communicate dress attire expectations through the Code of Conduct (Policy 514 and Regulation 514.1), thus enhancing personal and social responsibility, and a positive school culture.
7. Schools are expected to develop a school procedure, in consultation with students, staff and parents, that clearly communicates and reinforces dress guidelines to their school community at the start of each school year (September 30 the latest).



INSTRUCTIONAL EDUCATIONAL

SECTION 600:

- | | |
|----------------------------------|--|
| 604.1 ADMINISTRATIVE REGULATION: | LIBRARY LEARNING COMMONS |
| 604.2 ADMINISTRATIVE REGULATION: | ROLE OF THE TEACHER-LIBRARIAN IN THE LIBRARY
LEARNING COMMONS |
| 605.1 ADMINISTRATIVE REGULATION: | TECHNOLOGY USE |

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**604.1
ADMINISTRATIVE REGULATION
Library Learning Commons**

1. The Library Learning Commons (LLC) shall be staffed with qualified, certified Teacher-Librarians (see Administrative Regulation 604.2: Role of the Teacher-Librarian in the Library Learning Commons).
2. The LLC features co-planning and team teaching between the Teacher-Librarian and other staff. As such, the Library schedule should be designed by the Teacher-Librarian to be both open and flexible.
3. As much as possible, the physical space of the LLC, including shelving and furniture, should allow for flexible organization.
4. A thriving LLC includes inquiry projects, research skills, digital citizenship, information literacy, curricular teaching, book talks and readings.
5. The LLC contains a variety of both print and digital resources. These include both exemplary curricular content collections, as well as wide-ranging fiction and nonfiction pleasure-reading collections.
6. The LLC collection will be curated by the Teacher-Librarian to consciously promote equal access, equity, inclusivity and representation.
7. District database bundles, necessary for student research, shall continue to be equitably paid for at the District level, rather than being billed to individual school sites.

Cross Refs: Policy 604: Library Learning Commons
Administrative Regulation 604.2 Role of the Teacher-Librarian in the Library Learning Commons

Adopted: June 2019
Reviewed:
Revised:

BOARD OF EDUCATION
School District #33 (Chilliwack)

604.2

ADMINISTRATIVE REGULATION

Role of the Teacher-Librarian in the Library Learning Commons

1. A Library Learning Commons (LLC) shall be staffed with a qualified, certified Teacher-Librarian (T-L). A teacher not currently qualified and certified in a T-L position must demonstrate active progress toward a diploma or degree in librarianship.
2. The role features co-planning and team teaching between the T-L and other staff. The T-L is a non-enrolling teacher who collaborates with colleagues in the LLC or other classrooms.
3. The T-L designs the LLC schedule to be open and flexible, and it will be maximized for co-planned, team teaching blocks to support curricular units of study.
4. The T-L maintains the physical space of the LLC. This includes decisions in consultation with site administration regarding shelving, furniture, technology, and flexible organization of the space in order to best meet the needs of the school community.
5. The T-L will promote curricular features including inquiry projects, research skills, digital citizenship, information literacy and general literacy skills, as well as the Big Ideas, Content and Core Competencies of various subject areas.
6. The T-L maintains a variety of both print and digital resources by curating exemplary curricular content collections and wide-ranging fiction and non-fiction pleasure-reading collections. The T-L's professional judgement in collection building is bolstered by reviews and recommendations from a variety of sources (e.g., the Education Resource Acquisition Consortium, Horn Book Reviews, School Library Journal, etc.).

Cross Refs: Policy 604: Library Learning Commons
Administrative Regulation 604.1: Library Learning Commons

Adopted: June 2019
Reviewed:
Revised:

7. The T-L is responsible for maintaining a high quality and relevant collection by weeding the collection on an ongoing basis.
8. The T-L assists teachers in their instructional practices via collaborative planning and team teaching. The T-L supports teachers in educational best practice in areas of literacy and information literacy knowledge.
9. The T-L aids students in their academic and personal lifelong learning goals.
10. The T-L is knowledgeable about current and past literature, both fiction and non-fiction, and is able to enrich the reading experience for students by directing them to personally relevant materials to create a lifelong passion for reading.
11. The T-L builds a collection and a physical space that consciously promotes equal access, equity, inclusivity and representation. The LLC is a welcoming, safe space.
12. The T-L maintains the circulation software for their site. The T-L makes decisions on cataloguing and location of materials.
13. The T-L in consultation with site administration maintains the LLC budget.

Board Of Education School District #33 (Chilliwack)

605.1 ADMINISTRATIVE REGULATION Technology Use

The Board provides access to computer equipment, communication devices, software, e-mail, internal and external ports and the Internet, as the Board believes that the access and use of technology is an integral component of the working and learning environment.

1. All students must sign an Acceptable Use Agreement at the time of registration.
2. All guest users must agree to the on-line Acceptable Use Agreement prior to accessing district networks, when applicable.
3. Each principal and site supervisor will clearly communicate with staff, students and parents the purpose, benefits, and risks associated with the use of technology including FOIPPA (*Freedom of Information and Protection of Privacy Act*) Regulations.
4. Under FOIPPA, all electronic documents are subject to a FOIPPA request.
5. The Acceptable Use Agreement will be reviewed and updated every two years by a committee chaired by the District Technology supervisor.
6. Failure to adhere to the conditions of the Acceptable Use Agreement will be dealt with in a progressive discipline manner and will take into consideration the severity of the breach, the individual's status, age and special circumstances. Consequences may include loss of privileges, other disciplinary measures or legal action.
7. The confidentiality of individual files will be respected and will not be disclosed unless required by law or a district investigation of inappropriate use. In the event of a complaint regarding e-mail or files which are alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material, the system administrator has the authority to inspect the contents of files or email.

8. The system administrator will monitor the system for inappropriate use and may suspend the account. The incident will be reported to the account holder's supervisor or teacher for further action or reinstatement.

9. Responsibilities for Use:

a. All SD33 technology users are responsible for:

- Complying with all sections of this policy when using board technology;
- Complying with the board's *Acceptable Use Agreement and Social Media Guidelines* when using school district technology;
- Ensuring the proper care of all computer equipment at all times including the prohibition of food or drink near computers;
- Exercising caution when releasing any personal information over the internet;
- Ensuring that prior consent has been received from parents or guardians prior to posting any student work, images or video clips.

b. Senior Staff, Coordinators, Managers, Facilitators and School Administrators are responsible for (in addition to a. "all... users"):

- Reviewing this policy with all staff under their supervision;
- Enforcing all sections of this policy as it relates to all schools and/or workplaces for which they are directly responsible;
- Facilitating professional development related to internet access and technology integration to support teaching, learning, effective communications, and professional learning.

c. Technology Department staff are responsible for (in addition to a. "all... users"):

- Implementing measures to prevent electronic access to inappropriate content such as illegal, harassing, obscene, pornographic, racist, libelous, threatening or sexually explicit resources in all SD33 schools and workplaces.

d. School Administrators are responsible for (in addition to a. "all... users"):

- Ensuring that parents, students, staff, and any other technology users are made aware of the purposes, benefits, and risks associated with technology use and are informed about this policy prior to providing access to technology resources;
- Maintaining student records of consent;
- Ensuring that staff is aware that students can only use computers under the supervision of school staff or a designated adult;
- Ensuring license agreements are observed;

- Monitoring student use of email and student created materials.

e. Teachers are responsible for (in addition to a. “all... users”):

- Ensuring that the policy is fully understood and is implemented in the classroom;
- Ensuring that the implications of unacceptable use, including disciplinary action by the school, board, and/or legal authorities are communicated to students;
- Previewing and evaluating learning resources including websites prior to recommending them for student use;
- Ensuring that students only use computers if under the supervision of school staff or designated adult;
- Instructing students about the dangers of communicating over the internet;
- Monitoring student use of the internet, email, and student-created materials;
- Informing students about, and modeling good behaviour regarding copyright and intellectual property;
- Advising students that information distributed over the internet and/or the intranet may not be secure because electronic messages may be intercepted, read, and modified without the author’s consent or awareness and messages may be forwarded to people other than the intended recipients.

f. Students are responsible for (in addition to a. “all... users”):

- Using school computers only when under adult supervision;
- Reporting to their teacher or other authority any inappropriate content or communication.



SUPPORT SERVICES

SECTION 700:

701.1 ADMINISTRATIVE REGULATION:	AGRICULTURAL LIME
702.1 ADMINISTRATIVE REGULATION:	FIRST AID
703.4 ADMINISTRATIVE REGULATION:	VANDALISM AND THEFT
703.5 ADMINISTRATIVE REGULATION:	ACCESS TO BUILDINGS
703.6 ADMINISTRATIVE REGULATION:	VANDALISM
704.1 ADMINISTRATIVE REGULATION:	REPORTING INCIDENTS TO VIOLENCE
708.1 ADMINISTRATIVE REGULATION:	BOMB THREAT
708.3 ADMINISTRATIVE REGULATION:	EMERGENCY CLOSURE
709.2 ADMINISTRATIVE REGULATION:	PURCHASING
710.10 ADMINISTRATIVE REGULATION:	USE OF SCHOOL DISTRICT VEHICLES
711.1 ADMINISTRATIVE REGULATION:	RENTAL VEHICLES
714.1 ADMINISTRATIVE REGULATION:	COMPUTER USE, MANAGEMENT AND CONFIGURATION
716.1 ADMINISTRATIVE REGULATION:	VIDEO SURVEILLANCE

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**701.1
ADMINISTRATIVE REGULATION
Agricultural Lime**

The use of agricultural lime for the marking of school grounds is prohibited.

Cross Refs:

Adopted: June 28, 1978
Reviewed:
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**702.1
ADMINISTRATIVE REGULATION
First Aid**

STUDENTS:

1. At each school appropriate first aid trained personnel must be available.
2. Each secondary physical education teacher must be qualified to deliver cardiopulmonary resuscitation within standards that conform to or are equal to those of the Canadian Red Cross Society.
3. Planning for field experiences must ensure that foreseeable first aid needs are in place.

STAFF:

At each work site in the district Workers' Compensation standards for first aid are required.

RECORDS:

Each school principal is responsible for ensuring that records are kept up to date as to staff member qualifications in first aid.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**703.4
ADMINISTRATIVE REGULATION
Vandalism and Theft**

PROCEDURES AND SETTLEMENTS:

The principal or his appointee shall report all incidents of break-in, theft or vandalism to the Royal Canadian Mounted Police, the Secretary-Treasurer and the Maintenance Department according to the nature of the incident. The follow-up report to the Secretary-Treasurer shall be in writing and will include all relative information.

The Secretary-Treasurer shall liaise with the Royal Canadian Mounted Police in efforts to retrieve stolen items or recover costs of vandalism and shall be authorized to negotiate reasonable settlements with the insurance company or others and to lay charges on Royal Canadian Mounted Police recommendation. The Secretary-Treasurer shall present reports to the Board on such matters on a periodic basis.

Cross Refs:

Adopted: June 28, 1978
Reviewed: February 5, 2007
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**703.5
ADMINISTRATIVE REGULATION
Access to Buildings**

School keys may be issued to staff members at the discretion of the principal. Principals are responsible for maintaining a record of all keys issued and for the recovery of all keys.

Where feasible, the key to be issued to staff members shall be for one exterior door which is not master-keyed, so that only one lock and the keys for that lock need to be changed in the event of theft or loss. The key shall be for the exclusive use of that staff member.

All keys must be ordered through the Secretary-Treasurer's office. At no time are keys to be otherwise duplicated.

Site administrators are responsible for development of procedures for checking the wellbeing of employees that may be working alone or occupying the building after normal workings hours.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**703.6
ADMINISTRATIVE REGULATION
Vandalism**

EMPLOYEES' MOTOR VEHICLES:

The Board of Education will reimburse an employee whose motor vehicle is damaged due to vandalism, provided: *(This regulation does not cover staff who are members of the Chilliwack Teachers' Association. See PCA 2006-2011 Article B.7)*

1. That the vandalism occurs while the vehicle is located on property owned or administered by the Board.
2. That, at the time the vandalism occurs, the employee is in attendance at a function directly related to his/her employment.
3. That the employee provides the Board with a receipt covering the cost of repairs.
4. That payment will be limited to \$300.00 or the actual cost; whichever is the lesser.
5. That the employee reports the incident to the local police and also files with the Board the names of any person suspected of causing the damage.
6. That a written statement of claim is filed by the employee certifying the above.

Cross Refs: CTA Collective Agreement

Adopted: January 27, 1981

Reviewed:

Revised: January 28, 2003, October 10, 2006, February 5, 2007

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**704.1
ADMINISTRATIVE REGULATION
Reporting Incidents of Violence**

The WCB Occupational Health and Safety Regulations describe the requirements of a program to reduce the risks of injury to staff from acts of violence. The guidelines below will assist in complying with the WCB regulations.

1. School administrators shall investigate all violent incident reports submitted by staff.
2. Incidents that result in a referral to medical attention must be reported to the WCB as a workers' compensation claim and be formally investigated as required by Section 3.8 of the WCB regulations.
3. Action taken to resolve reported incidents should be made known to staff as soon as possible.
4. Completed violent incident reports should be sent to the School District Health and Safety Officer.
5. Summary information from violent incident reports should be recorded. In September an annual report of this information should be discussed with the district safety committee. Information recorded should include: date, time, type of incident, perpetrator (ie, student, staff members, parent, etc.), action taken, number of prior incidents by the same individual. The names of victims or perpetrators should not be disclosed on this report.
6. Summary information should also be taken on perpetrators. This information can be used to advise principal, managers and other staff as necessary, of past incidents and to consider support issues for students, especially in the special needs area.
7. Violent incident reports should be referred to police when intent to harm is evident.

NOTE: The shaded sections of the Violent Incident Reports are to be completed for school use only.

Cross Refs: WCB Regulation, Student Behaviour Policy, Safe Schools Policy, Weapons Policy, Reporting Incident of, Violence Regulation

Adopted: January 25, 2000
Reviewed:
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**708.1
ADMINISTRATIVE REGULATION
Bomb Threats**

In the event that a bomb threat is received by a school, the Board recognizes that the principal of the school is the immediate authority in deciding upon necessary action.

1. In all cases, the principal is to immediately notify the R.C.M.P. after receipt of threat and consider any advice received prior to making his decision.
2. The Superintendent of Schools is to be notified immediately after phoning the R.C.M.P.
3. Upon receipt of a bomb threat:
 - a. **Do not discuss the call with other personnel.**
 - b. Notify your principal who will telephone police from a **separate phone.**
 - c. Follow instructions laid down in procedure.
 - d. Have an absentee list and school plan available for the RCMP Officer.
4. Normal procedures would be to avoid evacuating students from school and keep information confidential until the arrival of police officers.
5. If R.C.M.P. officers, upon arrival at school, order an evacuation of students, the principal is to follow the order as for fire drill and assist in any way requested, keeping in mind the welfare and care of the students.

It is the responsibility of the Principal to ensure that all staff is familiar with the Board policy on bomb threats and the Emergency Procedures Manual.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**708.3
ADMINISTRATIVE REGULATION
Emergency Closure**

Should it become necessary to close a school or district facility because of inclement weather or other emergency, the Superintendent may order the closing of any or all schools or facilities so affected in accordance with the following procedures:

Activities Outside of Regular Instructional or Facility Hours:

Schools or facilities closed during normal hours of operation will also be closed for all activities outside of these hours on the day of closure.

Closure of All School and Facilities for Students and Employees:

In the event that inclement weather or other emergency requires the Superintendent to close all schools and district facilities for both students and employees, the Superintendent will provide an announcement to this effect for local radio stations and put into effect an appropriate employee communication plan. Certain employees designated by the Superintendent for emergency services will be expected to report to work.

Closure of All or Some Schools for Students Only:

In the event that inclement weather or other emergency requires the Superintendent to close all or some schools for students only, the Superintendent will provide an announcement to this effect for local radio stations, and put into effect an appropriate employee communication plan. Every reasonable attempt will be made by employees to attend their normal work locations. Employees unable to attend will contact their immediate supervisor for direction.

Closure of Some Schools or Facilities for Student and Employees:

In the event that inclement weather or other emergency requires the Superintendent to close some schools or facilities to students and employees, the Superintendent will provide an announcement to this effect for local radio stations, and put into effect an appropriate employee communication plan. Employees may not be expected to report to the closed facility but may be reassigned to other open facilities. Employees' supervisors will provide appropriate direction.

Cross Refs: *School Act*, Board Policy, CTA Collective Agreement, CUPE Collective Agreement

Adopted: March 26, 1991

Reviewed:

Revised: October 6, 1997, December 15, 1997, January 9, 2001, November 27, 2007

Closure of Roads:

If appropriate authorities close a road or local conditions make travel unsafe or impossible between an employee's residence and normal work site, it is the employee's responsibility to contact their immediate supervisor, or, if the immediate supervisor is unavailable, the office of the Assistant Superintendent-Human Resources to indicate their absence.

Schools Open For Students But No Bus Transportation Provided:

An announcement to this effect will be provided to local radio stations by the Superintendent. Employees are expected to report to their normal work locations.

Personnel Procedures:

In the event appropriate authorities close roads and make it impossible for an employee to attend their normal work site or an alternate site designated by a supervisor, that employee will be paid as if they worked their regular day. In accordance with the collective agreements, and no road closure by appropriate authorities, all employees are expected to be in attendance. If an employee chooses not to attend, they will be considered to be on personal leave without pay. These employees are expected to report their absence to their immediate supervisor.

Regular employees not required by the Board to report to work on any day the Superintendent closes a facility for employees will be paid as if they had worked their regular day.

Regular employees required by the Board to work for emergency reasons when all other employees are not required to work (during closures) will be provided at the discretion of the Board, time in lieu of, or paid double time for the time worked at the discretion of the Board. **Emergency designated staff are expected to be at the school 30 minutes prior to normal assembly time and remain for a minimum of 30 minutes. Circumstances may vary for non-school sites.** Casual employees required by the Board to work will be paid their regular rate of pay for hours worked.

School principals or their designate and other management staff who have been identified by the superintendent as essential, to ensure student and employee safety and building security, are expected to report for work. No additional pay will be provided for these employees.

Vacation requests by employees on any day of closure which requires employees to be at work will only be honoured if the employee had previously arranged, with the approval of the employee's supervisor, such vacation time.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**709.2
ADMINISTRATIVE REGULATION
Purchasing**

PURCHASING OBJECTIVES

The following objectives for School District procurement activity for goods, services and construction are based on the principles of fair and open public sector procurement: competition, value for money, transparency and accountability.

Schools and Departments should endeavor to obtain the goods and services they require at the best value for their money, while ensuring that all acquisitions are consistent with policy, applicable legislation, and terms and conditions of Federal and Provincial trade agreements. **All** purchases made by District personnel using funds held in District accounts are covered by the following procedures.

PURCHASING METHODS

Purchases of goods and/or services can be processed by using one of the following methods:

1) Purchase Order

The purchase order is a written commitment to a vendor contracting for the supply of supplies, services or equipment. It is authorized by the site supervisor and then created through the District's accounting program.

- Purchase orders over \$1,000 will be reviewed, authorized and released to the vendor(s) by the Finance Department.
- Purchase orders exceeding \$10,000 must be reviewed, authorized and released by the Assistant ST or designate.

2) Purchasing Card (PCard)

Purchase Cards are an efficient way to handle a variety of transactions and are to be used in line with the limits on the cardholder's individual cards.

- The PCard may only be used by the person named on the front of the card.
- The maximum amount per transaction is \$5,000.

Cross Refs: NWPTA (New West Partnership Trade Agreement)

Adopted: May 23, 1979

Reviewed:

Revised: May, 2012, January 9, 2013, February 26, 2019

- Purchases exceeding the set limits must be approved by the Assistant ST or designate.
- The Finance Department may make a recommendation to use a PCard instead of issuing a PO when that is determined to be the most appropriate approach.
- Cardholders should refer to the Program User Guide for specific regulations around the use of purchase cards.
- Cardholders must submit a monthly PCard statement, including receipts for individual purchases, to their supervisor (or designate) for approval.

3) **Reimbursement of Purchases made with Personal Funds**

This option is designed for employees that do not have access to a district PCard. Any one purchase should not exceed \$1,000.

4) **Petty Cash**

These funds are to be used primarily to purchase low value miscellaneous consumable supplies of an emergent nature. The petty cash system should not be used to circumvent the established purchasing procedures.

5) **Approved Vendor Accounts**

Schools or departments can request to have vendor purchases put on account whereby the school district will be invoiced monthly by the vendor for purchases made throughout the month. Vendor accounts are approved and maintained at the discretion of Finance and the vendor. All purchases must be approved by the department manager or school administrator. Invoices must be approved and forwarded to Finance in a timely manner.

6) **Contracts or Service Agreements**

A Contract or Service Agreement is used to purchase goods or services to be supplied over a period of time at a fixed or negotiated price (i.e. equipment leases, garbage disposal/recycling, etc.) or for the ongoing maintenance of certain types of equipment (i.e. photocopiers, specialized equipment, etc.).

A Service Agreement may also be used when a contractor is needed to provide a service at a district site (i.e. cafeteria services, academy coaches or other individuals working directly with students under the supervision of a teacher).

- A [District Service Agreement](#) is used for high risk contracts (of any value) or for contracts over \$1,000 in value.
- Schools and support departments should not enter into any verbal and/or written contractual agreement(s) without consulting the Secretary Treasurer or the Assistant ST.
- Administrative Officers and Managers are not legal signing authorities for the School District and therefore, cannot legally bind the School District into any contract.

7) **Tendering Process**

Request for Proposals (RFP), Request for Tenders (RFT) and Request for Quotations (RFQ) are formal competitive bidding documents and processes used for larger dollar value purchases where it is considered to be in the District's interest to incur the additional time and cost involved to:

- Access value added offers from qualified vendors.
- Support fair and open bidding competition.
- Utilize quantitative, qualitative and objective analysis for vendor selection and award.

When tendering services, the subsequent contract should be for a fixed term (e.g. 5 years) to ensure that the service remains competitive. Existing contracts should be reviewed to determine if tendering is required. Tender notices are published through BCBid at www.bcbid.gov.bc.ca

PURCHASING GUIDELINES

Specialized Purchases

All purchases (regardless of value) are subject to limitations as outlined in the Specialized Purchases Section (Appendix A). Approval is also required by the site supervisor or manager.

Dollar Value Limits on Purchases of Goods and Services

Estimated Lifetime Value (*) of the Purchase	Minimum Action to be Taken	Purchasing Method
Up to \$25,000	At discretion of the site supervisor or designate (Schools are encouraged to get multiple quotations on items with a value over \$5,000 as this can result in significant savings to the school.)	PCard (up to \$5,000) Purchase Order, Contract or Service Agreement, Vendor Account
Between \$25,000 and \$75,000	Three (3) written quotations from vendors.	Purchase Order, Contract or Service Agreement
Over \$75,000	Tender Process through BC Bid	Contract or Service Agreement

*** Lifetime Value**

Purchases are based on the lifetime value of the purchase. This is the total cost of performing the intended function over the lifetime of the task. For example, a \$5,000 annual contract over 5 years = \$25,000 total lifetime value.

Dollar Value Limits on Construction

Less than \$100,000	At discretion of the Director of Facilities & Transportation.
\$100,000 to \$200,000	Minimum of three (3) written quotes from vendors.
Over \$200,000	Tender Process is followed using BC Bid that provides open access to all interested vendors.

Exceptions

Exceptions to the **three (3) written quotations** are only permitted when time constraints will not allow time for the competitive bid process in instances such as;

- When supplies, services and equipment are urgently required for the delivery of education;
- To avoid significant financial loss through damage to facilities and equipment, or;
- Where safety or operational needs require urgent attention.

With respect to these exceptions, the Assistant Secretary Treasurer, Director of Facilities & Transportation, with the approval of the Secretary Treasurer, may obtain direct quotations from suppliers and award the contract.

New West Partnership Trade Agreement (NWPTA)

Under this agreement construction is defined as: A construction, reconstruction, demolition, repair or renovation of a building, structure or other civil engineering or architectural work and includes site preparation, excavation, drilling, seismic investigation, the supply of products and materials, the supply of equipment and machinery if they are included in and incidental to the construction, and the installation and repair of fixtures of a building, structure or other civil engineering or architectural work, but does not include professional consulting services related to the construction contract unless they are included in the procurement. The foregoing are stated as minimum actions to be taken and do not prohibit more extensive price acquisition activity.

Supplier Relations

In all procurement activities, School District Staff shall meet the legal and ethical requirements for competitive bidding by:

- Keeping competition open and fair in determining whether the supplier's product meets specifications and the educational needs of the District.
- Making suppliers aware of the competitive requirements of the District's purchasing policy, and avoiding the appearance of making a commitment to purchase where competitive pricing is to be obtained.

- In all cases refusing any personal gift or advantage of any kind.
- Refraining from soliciting funds or materials from vendors where there is any possibility of any connection (perceived or real) to a purchase.
- Respecting the confidences of all suppliers whenever possible with the understanding that the School District is subject to the Freedom of Information and Protection of Privacy legislation.
- Representing the School District in a courteous and professional manner.
- Procuring goods and services with due regard for our environment.
- Providing reasonable opportunities for qualified suppliers and contractors to seek the School District's business.

Purchases on Behalf of Staff

Employees may not use the School District branding, purchase order or purchasing card to obtain personal goods or services, or to acquire discounts or sales exemptions for personal purchases. In addition, items purchased for the School District are not to be sold to staff except as allowed by the due process specified under the Sale of Obsolete Assets section.

Purchases from Staff

Schools and Departments shall not purchase supplies or services from staff. While in most circumstances supplies or services are offered with the best of intentions, issues of conflict of interest (**or perceptions of conflict of interest**) and issues of supplier access make such purchases inadvisable. The only acceptable exception might be a purchase from a legitimate business (i.e. The School District is only one of many customers, and proper Purchasing procedures have been followed).

Sale or Disposal of Obsolete or Surplus Assets

- Equity in school and other equipment belongs to the School District as a whole. Surplus equipment shall be turned in to the Maintenance, or IT departments for reassignment or disposal. However, a School or Department may transfer the old equipment, at a negotiated amount, to another school.
- Surplus items that are no longer useful within the School District but are in saleable condition shall be listed and put out to bid or public auction. The Director of Facilities shall manage the sale of such items.
- All items that are beyond a reasonable economic repair or which have no value at sale shall be disposed of as scrap. The Manager of Facilities

shall arrange disposal after exploring all recycling options and using the most environmentally sensitive means available.

Occasionally, offers may be received on individual items awaiting disposal. Where these items have a realizable sale value of under \$200, the offer may be considered and decided by the Secretary-Treasurer in consultation with the Director of Facilities. For items with a value above \$200, the sale shall be by competitive bid or auction.

- Proceeds from the sale of surplus assets shall be applied against the costs of conducting the sale. Any net profit will be applied to the Local Capital Reserve.

APPENDIX A

SPECIALIZED PURCHASES

Purchase of Specialized or Used Equipment

In the interest of standardization, economy of scale, and efficiency, supporting departments (i.e. Maintenance, IT) must be consulted on all specialized purchases to ensure value, consistency and operational supportability. Equipment and other purchases made without consultation may not be supported.

Type of Purchase	Approval required from
Appliances	Director of Facilities or Heating Foreman
Audio Visual, TV's	Manager of Technology or IT Foreman
Building Modifications & Maintenance	Director of Facilities or Manager of Facilities
Computer Hardware, Software, Peripherals and Projectors	Manager of Technology or IT Foreman
Land and/or Buildings	Board of Education through Secretary Treasurer
Office and School furniture	Director of Facilities or Manager of Facilities
Photocopiers and printers	Director of Instruction or Manager of Technology
Playgrounds, outdoor furniture	Director of Facilities or Manager of Facilities
Purchasing Cards	Assistant ST or Manager of Finance
Recycling	Manager of Facilities
Special/Unique	Discuss with Assistant ST
Telephone Service and Cell Phones	Manager of Technology
Vehicles	Director of Facilities
Waste disposal	Manager of Facilities

Electrical and Electronic Equipment

Appliances, Audio Visual, electrical and electronic equipment should be purchased through the Facilities Department to ensure that CSA standards, repair and maintenance, energy conservation considerations and District standardization policies are met. (e.g. Refrigerators, Stoves, Projectors, TV's, DVD's, PA Systems, etc.)

Computers and Accessories

Schools may buy items off of the IT price list (on SharePoint) directly from the vendors listed. Special orders must be approved by IT. Replacement of computers covered under the Computer Evergreen Program must be done in consultation with IT.

Apple Products

Schools may buy iPads off of the IT price list direct from Apple (not purchase card). All purchases of Apple computers must be approved by IT.

Software

All core software (i.e. operating systems, office productivity (MS Office), antivirus, network security, etc.) must be requested and/or purchased through the IT Department via a web-work order. All other software may be acquired directly by a school/department. The IT Department must be consulted before acquiring any software application to determine suitability and compatibility with existing or future District technology infrastructure.

Mobile/Cloud Based Apps

Schools may purchase single mobile apps. Schools may also request access to purchase apps in volume. Cloud based apps must have a Privacy Impact Assessment on file.

Land and Buildings

The purchase or acquisition or disposal of land and property requires Board of Education approval through the office of the Secretary Treasurer.

Furniture

Furniture should be purchased through the Facilities Department in order to ensure that repair and maintenance considerations and the District standardization policies are met. Small items that aren't part of the standard office or classroom can be purchased directly by the school/department.

Photocopiers and Printers

Photocopiers, printers, etc., must be purchased through the IT Department in order to ensure that repair and maintenance considerations and the District standardization policies are met.

Used Equipment

Where the purchase of used equipment is advantageous, the purchase should be handled through normal purchasing procedures. If the used equipment is subject to repair and maintenance by another department, the equipment must

be inspected/examined by that department, to determine whether the maintenance and repair considerations outweigh the value of the purchase.

Purchases of Items from outside of Canada

Due to potential problems with CSA approval, warranties, customs clearance, duty, brokerage and AMPS legislation, all supplies and equipment should be purchased from Canadian suppliers, unless the required item is not available in Canada, in which case the request should be reviewed by the Finance Department before proceeding.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**710.10
ADMINISTRATIVE REGULATION
Use of School District Vehicles**

District vehicles are to be used by employees in the performance of their duties and/or District business only.

1. Maintenance employees are not authorized to take District vehicles to their place of residence, with the exception of:
 - a) Foremen;
 - b) Maintenance personnel at top of call out list; and
 - c) Standby crews who are authorized to take District vehicles home to facilitate response time for call out.

The use of these vehicles shall be restricted to District business only.

2. If a situation arises, and the supervisor is aware in advance, where an employee will require a District vehicle after normal working hours, he/she may authorize the employee to take the vehicle home. THIS APPLIES TO 'ONE-TIME SITUATIONS' ONLY and is not to become a matter of routine procedure.
3. Under no circumstances are persons other than District employees authorized to operate District vehicles/equipment without specific authorization from a supervisor/director. Passengers other than District employees may be authorized to travel in District vehicles only as required in the performance of District business.
4. Employees covered under Section 2 who will be absent from work because of vacation, leaves of absences or similar occurrences are to ensure the vehicle assigned to them is left at the Maintenance yard and is available for use by other staff.

Cross Refs:

Adopted: May 22, 2001
Reviewed:
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**711.1
ADMINISTRATIVE REGULATION
Rental Vehicles**

When authorized, School District employees may rent a vehicle while on District business or for the purpose of transporting students or staff while attending a School District authorized activity. See the [Rental Vehicle Flowchart](#).

Due to the high risk of rollover crashes in 15 Passenger Vans, the use of these vehicles is strictly prohibited.

The following recommendations in the Risk Note provided by Schools Protection Program (SPP) on [Rental Vehicle Insurance Coverage](#) will ensure that minimum insurance coverage is met when renting a vehicle. All inquiries may be directed to the Secretary Treasurer.

RENTING A VEHICLE IN BC - USING THE CSA

For in-province business travel, vehicles must be rented using the BC Provincial Government's **Corporate Supply Arrangement (CSA)**. The CSA provides various rental vehicles at a negotiated rate in several areas of BC.

All required insurance is already included for vehicles rented under the CSA. For further details, please refer to the [Insurance Information Guide](#).

To rent a vehicle using the CSA:

- 1) Select a vehicle rental agency according to your travel destination by accessing the CSA - Goods and Services Catalogue for [daily rentals](#) (short-term rentals up to 30 days).
- 2) Provide a Corporate ID number to the rental company when making your reservation. This can be found on the [list of vendors/suppliers](#) for daily rentals.
- 3) Use your District Purchasing Card (BMO MasterCard) to reserve and pay for the rental vehicle. Personal credit cards are **not** permitted.
- 4) Do **not** accept **any** insurance offers made by the rental company such as:

Cross Refs: SPP Risk Note – Rental Vehicle Insurance Coverage, CSA Daily Vehicle Rentals and Insurance Information Guide, CSA Terms and Conditions, In-Province Accident Matrix, BMO One Card Endorsement, Vehicle Rental Flowchart

Adopted: May 29, 2018
Reviewed:
Revised: Jun 15, 2018

- Collision Damage Waiver or Loss Damage Waiver coverage
- Personal Injury/Accident Insurance
- Cargo Insurance or Personal Effect Insurance

RENTING A VEHICLE - NOT USING THE CSA

This may be necessary when:

- a CSA rental agency is unable to supply the vehicle required;
 - a CSA rental agency is not available in the region; or
 - a vehicle is rented outside of BC.
- 1) Select a vehicle rental agency according to your travel destination.
 - 2) Prior to selecting a vehicle type, ensure you are familiar with the Collision Damage Waiver (CDW) exclusions and limitations (including vehicle limitations) stated in the [BMO One Card Endorsement](#).
 - 3) Please consult with the Secretary Treasurer prior to your departure in the following instances:
 - Vehicle rentals outside of Canada and the US
 - Rental periods exceeding 31 days
 - The maximum value of the vehicle exceeds \$75,000 (CAD)
 - 4) The vehicle must be rented from a commercial rental agency and operated by the Primary Cardholder or other School District employee who is permitted as a driver. Declare the names of **all** drivers on the agreement **and** confirm they are covered by the insurance. **SPP's additional liability protection only covers employees or officers of the School District.**
 - 5) Use your District Purchasing Card (BMO MasterCard) to reserve and pay for the rental vehicle. Personal credit cards are **not** permitted.
 - 6) Coverage provided under the BMO MasterCard agreement does **not** include Third Party Liability. Therefore, ensure the following:

Must be done through the Rental Agency for rentals outside of BC
<input type="checkbox"/> PURCHASE a minimum of \$1 million Third Party Liability
<input type="checkbox"/> DECLINE Collision Damage Waiver/Loss Damage Waiver

In Case of an Accident

All accidents involving rental vehicles are to be reported within 24 hours. Notify the Secretary Treasurer together with a copy of the Police accident report.

For in province rentals: [In Province Accident Matrix](#)

For out of province rentals: as specified in the [BMO One Card Endorsement](#)

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

714.1

ADMINISTRATIVE REGULATION

Computer Use, Management and Configuration

The Chilliwack School District strongly believes that by providing computer resources to staff and students we enhance the learning process and empower students with the essential skills for the workplace.

In Chilliwack School District staff and students have access to stand alone computers, computers on local area networks and access to the Internet. This broad range of access offers vast, diverse and unique learning resources for the school district's learning community. At the same time there is a growing and significant requirement to spend time and money on technology maintenance and training.

The use of computer resources is a privilege. Inappropriate use, including violation of any of these terms and conditions, may result in cancellation of this privilege plus possible further consequences.

COMPUTER USE:

1. Using computer resources for any commercial or political lobbying purposes is prohibited.
2. Any use of Chilliwack School District computer resources to access the Internet, will be required to follow the guidelines of the Network Access policy.
3. Only software which is owned by the Chilliwack School District and/or appropriately licensed can be used on any computer resource.
4. Software owned by the Chilliwack School District cannot be copied to home or offsite machines if such copying violates the license with the software author.
5. Any attempt to harm, modify and/or destroy data or computer resources is strictly prohibited. This includes but is not limited to the uploading, transferring or creating computer viruses and any attempt to violate computer security systems.

Cross Refs:

Adopted: January 27, 1998
Reviewed:
Revised:

6. User passwords are to be kept strictly confidential.

COMPUTER MANAGEMENT:

1. Modifying any system configuration, start-up files or applications without the explicit permission of the site computer lead teacher and knowledge of the site administrator is prohibited.
2. Student accounts will not be given any administrative level access to any Chilliwack School District file servers. If an educational experience is required then such access will only be allowed on a stand alone file server which is not required for the computer lab to function.
3. School sites are responsible for virus scanning any diskettes before they are used in any district owned computer resources.
4. The Chilliwack School District is not responsible for any damage that may result in the inadvertent transfer of a computer virus from a Chilliwack School District site to an employee or student owned computer.
5. Schools wishing to use outside technical support do so at their own expense and risk. Any future support issues relating to the contracted problem that requires district technical staff assistance will be billed full labour and parts costs. Schools are strongly recommended to refrain from contracting technical support outside the district staff.
6. Any computer resource that is not owned by the Chilliwack School District is not eligible for any support, service or software configuration from any district technical staff.

COMPUTER CONFIGURATION:

1. Changing wiring, altering connections or internal component access on any computer resource, by any user, is prohibited. To ensure maximum equipment availability and functionality these services are to be performed by district technical staff or other authorized personnel only.
2. Only equipment owned by the Chilliwack School District can be connected to a school local area network (LAN) unless the equipment is in the school with special permission of the Executive Committee and principal.
3. Once a school has made a commitment to a platform and operating system, all future purchases must meet the minimum compatibility levels of the existing system. There should be no operating system downgrading or system security sacrifices to suit a purchase of software or hardware with compatibility issues.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**716.1
ADMINISTRATIVE REGULATION
Video Surveillance**

USE:

1. Video cameras may be used to monitor and/or record.
2. Video surveillance camera locations must be authorized by the building administrator (school principal or building supervisor) or the officers of the School District. Any change in camera location must be authorized in the same manner.
3. The Superintendent must be informed of the rationale for the use of video surveillance equipment and the site/area where it is to be installed. The Superintendent must also be informed of any changes in use, location, or removal of such equipment.
4. Public notification signs, clearly written and prominently displayed, must be in place in areas that are subject to video surveillance.
5. Video surveillance is not to be used in locations where confidential or private activities/functions are routinely carried out (eg bathrooms, private conference/meeting rooms). Any exception to this must be authorized by the Superintendent of Schools 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. The school district will advise students and parents that a videotape camera system is in place in the District's school buses. On any bus equipped for video camera operation, one or more decals advising that a camera system is in place will be prominently displayed on the interior of the bus. Students will also be advised verbally by the bus driver as part of regular bus safety review with students.

Cross Refs: Freedom of Information & Protection of Privacy Legislation

Adopted: April 23, 2002
Reviewed:
Revised:

SECURITY:

1. Video cameras will be installed only by a designated employee or agent of the School District.
2. Video tapes shall be stored in a locked filing cabinet in an area to which students and the public do not normally have access.
3. Tapes may never be sold, publicly viewed or distributed in any other fashion except as provided for by this policy and appropriate legislation.

VIEWING OF RECORDINGS:

1. Video monitors used to view video recordings should not be located in a position that enables public viewing. Video recordings may only be viewed by the building administrator (school principal or building supervisor), by parents, students, or by school district staff with a direct involvement with the recorded contents of the specific video recording, or employees or agents responsible for the technical operations of the system.
2. Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy.

RETENTION OF VIDEOTAPES:

1. Videotapes shall be erased within one month unless they are being retained at the request of the building administrator, board officer, employee, parent or student for documentation related to a specific incident or are being transferred to the Board's insurers.
2. Retained tapes shall be erased as soon as the incident in question has been resolved. If the tape has been used in making a decision about an individual, the tape 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.

5. Every employee of the Board is authorized to request adequate assistance from a peace officer in order to restore order on school premises.
6. It is an offence for a person to contravene Section 177 *School Act*, the substance of which is contained in sections 1 and 4 of this policy.



BUSINESS SERVICES

SECTION 800:

- | | |
|---|---|
| 804.1 ADMINISTRATIVE REGULATION: | SCHOOL FINANCIAL TRANSPARENCY |
| 805.1 ADMINISTRATIVE REGULATION: | SCHOOL FUNDS |
| 809.9 ADMINISTRATIVE REGULATION: | CONSTRUCTION CONTRACTS, BIDDING AND AWARDS |

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**804.1
ADMINISTRATIVE REGULATION
School Financial Transparency**

The Board of Education recognizes that schools have been provided with a district allocation of funds to meet the goals and priorities of the school. Furthermore, schools generate trust funds from parents and community members to supplement the activities at their school.

The Board is ultimately responsible for the effective use of all funds in the district but has delegated the management of school based funds to each school. Schools need to demonstrate, in a transparent manner, how they intend to use these funds.

Purpose:

- Ensure clear communication of information to school partners (e.g., PAC, staff)
- Discuss upcoming priorities for school: how do these align with achievement goals and school growth plans.
- Align timing of expenditures with timing of revenues: is the school spending the funds collected from parents on current year students or a long term plan.

Process:

- Annually in the fall, meet with staff and PAC to discuss financial priorities for the upcoming year.
- Annually in the spring, meet with staff and PAC to provide an update on the priorities identified in the fall.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**805.1
ADMINISTRATIVE REGULATION
School Funds**

1. All funds in the school are to be under the overall supervision of the school principal.
2. Good business procedures acceptable to the Secretary-Treasurer of the School District are to be utilized in accounting for any funds collected or dispersed by schools.
3. School accounts, including those of student councils and other school related organizations, are subject to periodic review and audit by the Secretary-Treasurer of the School District.
4. The number of school accounts should be minimized with the school principal or Business Manager, where available, being responsible for all necessary bookkeeping and being one of the signing officers for accounts.
5. Course fees are to be submitted to the School Board office for credit against the school's supply accounts.

Cross Refs:

Adopted: June 28, 1978
Reviewed:
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

809.9

ADMINISTRATIVE REGULATION

Construction Contracts, Bidding and Awards

Upon the approval of working drawings and specifications by the Board and Ministry, the Board shall solicit bids to be submitted on or before a specified time at the office of the Board of Education. The advertisement shall state that the Board reserves the right to reject any or all bids and to re-advertise the project if necessary.

The Board shall require the architect to take responsibility for preparing the advertisements, bid forms, bid bond forms, performance and payment bonds and forms of agreement between the Board of Education and the successful bidder. Upon receipt of bids, they will be opened publicly and entered in the minutes of the Board. The architect shall assist the Board and school personnel in analyzing the bids. The architect's advice on awarding the contract is of particular value with respect to legal aspects of contract provisions which regulate alterations, extras, non-performance, damages, and security bonds.

It is recognized that the above process represents the standard funding process for construction contracts. The Board retains the right to follow an alternate process, with agreement from the Ministry of Education, such as a design-build contract process. In this event the Board shall ensure the selection process is thorough, fair and uncompromised. An architect and/or consultant shall be retained to provide advice on awarding the contract as noted in paragraph 2 above.

Cross Refs:

Adopted: June 28, 1978

Reviewed:

Revised: February 7, 2005



COMMUNITY RELATIONS

SECTION 900:

902.1 ADMINISTRATIVE REGULATION:	VOLUNTEERS
903.1 ADMINISTRATIVE REGULATIONS:	DISTRICT PARENT ADVISORY COUNCIL
904.1 ADMINISTRATIVE REGULATION:	SCHOOL PARENT ADVISORY COUNCILS
904.2 ADMINISTRATIVE REGULATION:	INSURANCE EXTENSION TO PARENT ADVISORY COUNCILS
906.1 ADMINISTRATIVE REGULATION:	COMMUNITY USE OF FACILITIES
907.1 ADMINISTRATIVE REGULATION:	EDUCATION, BUSINESS AND COMMUNITY PARTNERSHIPS
908.1 ADMINISTRATIVE REGULATION:	HISTORICAL RECORDS PRESERVATION
910.1 ADMINISTRATIVE REGULATION:	ADVERTISING IN SCHOOLS
911.1 ADMINISTRATIVE REGULATION:	COMMUNITY SCHOOLS
918.1 ADMINISTRATIVE REGULATION:	GENERAL GUIDELINES FOR FUND RAISING
919.2 ADMINISTRATIVE REGULATION:	SERVICES FOR HANDICAPPED STUDENTS
920.1 ADMINISTRATIVE REGULATION:	SMUDGING CEREMONIES

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**902.1
ADMINISTRATIVE REGULATION
Volunteers**

GUIDELINES FOR SELECTING VOLUNTEERS:

The school principal will consider the following as a guide in determining the suitability of volunteers. It is understood that at the discretion of the principal the degree of compliance with the guidelines below will be higher for non-parent volunteer applicants.

1. Interview volunteers.
2. Establish qualifications, skills and training for the specific volunteer position.
3. Determine what experience or skills they have in managing the behaviour of children.
4. Discuss an action plan with a volunteer in the event a child misbehaves putting others at risk.
5. Discuss and/or request references.
6. Ensure **all** volunteers have completed a police information check.
7. Document information received (qualified or disqualified as a volunteer).
8. Ensure that volunteer drivers have provided a driver abstract or driver statement as to any traffic violations within the past 12 months.
9. Provide each successful volunteer with a copy of the District's
VOLUNTEER HANDBOOK

The principal will ensure that the section on volunteer drivers in Administrative Regulation 623.1 AR Student Field Experiences is understood by volunteers. Each volunteer driver must complete a Volunteer Driver Authorization Form (623.1 AR Student Field Experiences)

Cross Refs: Schools Protection Program Volunteer Check List, Fund Raising Policy 918, Field Experiences Policy 623, Criminal Record Search Volunteers 403

Adopted: April 27, 1999
Reviewed:
Revised: October 30, 2006

Board of Education
School District #33 (Chilliwack)

903.1
ADMINISTRATIVE REGULATION
District Parent Advisory Council

Annual Budget Allocation:

The Board will provide as part of the annual budget an annual grant to support the activities of the district parent's advisory council.

The Board will annually support members of DPAC in attending the BCCPAC conference to a maximum of \$2,000.00.

Cross Refs:

Adopted: February 19, 2016
Reviewed:
Revised: October 2017, June 21, 2019

School District No. 33
Chilliwack District Parent Advisory Council
Constitution & Bylaws

The British Columbia School Act provides that:

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

And to assist in facilitating the achievement of those objectives the Act recognizes District Parent Advisory Councils and provides further that:

...the district parents' advisory council may advise the board on any matter relating to education in the school district.

Thus, it is our mission;

“To educate, inform, and empower parents to be true partners in the education of their children”

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CONSTITUTION

Section 1 – NAME

The name of the organization shall be Chilliwack District Parent Advisory Council (DPAC).

The DPAC will operate as a non-profit organization with no personal financial benefit.

The business of DPAC will be unbiased in respect of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, and/or age.

Any section of the BC Human Rights Code or Canadian Charter of Rights and Freedoms will supersede the above statement.

Section 2 – PURPOSES OF THE DPAC

The purposes of the District Parent Advisory Council will be:

1. To advise the board of education on any matter relating to public education in Chilliwack School District No. 33.
2. To communicate with parents and PACs on educational matters and assist parents in understanding their rights and responsibilities within the education system.
3. To provide leadership to support, encourage, and develop successful PACs at every school.
4. To support public education by engaging in activities that promote parental involvement at all levels (school, district, and provincial).
5. To promote the interests of public education and, in particular, the interests of School District #33.
6. To provide parent education and professional development, and a forum for discussion of educational issues.
7. To be the collective voice of PACs and parents in the Chilliwack school district.
8. To communicate with other organizations in the community and province on public educational matters.
9. To provide and support local advocacy.

Section 3 -- INTERPRETATION OF TERMS

“community organizations” means groups that demonstrate an interest in education and are not already included in the scope of the DPAC ’s constitution and bylaws.

“district” means School District No. 33

“DPAC” or “district parent advisory council” means the parent advisory councils organized according to the School Act and operating as a district parent advisory council in School District No. 33.

“PAC” or “parent advisory council” refers to any organized group of parents recognized under the British Columbia School Act

“parent” is as defined in the School Act and means:

- a) the guardian of the person of the student or child,
- b) the person legally entitled to custody of the student or child, or
- c) the person who usually has the care and control of the student or child and, for the purposes of these bylaws, means the parent or guardian of a child or children enrolled in School District No. 33.

“school” means any public elementary or secondary educational institution as defined in the School Act operating within School District No. 33

BYLAWS

Section 1 – MEMBERSHIP

1. One delegates elected annually from each individual school's Parent Advisory Councils will make up the voting membership of the District Parent Advisory Council.
2. Each such delegate will have one vote.
3. Representatives from students, the school board, district administration, principals, teachers, school support staff, and other community organizations may be invited to attend Council meetings as non-voting attendees. Parents who are not PAC Representatives may also attend as non-voting attendees.
4. Non-voting attendees may provide information, regarding issues on the floor for discussion, at the discretion of the Chair.

Section 2 –GENERAL MEETINGS

1. There shall be an **Annual General Meeting** for the purpose of election of officers held in May of each year. The new executive will present to the membership the budget proposal for approval, and Constitution & Bylaw amendments for review, at the first meeting of each new school year. Additional general meetings may be held at least once a month during the school year to conduct current business.
2. The executive meetings and additional general meetings shall be held at the discretion of the Executive, or upon the receipt of a petition representing fifty per cent (50%) of the voting delegates.
3. Meetings will be conducted efficiently and with fairness to the members.

Notice

1. Members will be given reasonable notice of general meetings.
2. Notice will be given via District website.

Quorum

1. A quorum for general meetings will be five (5) voting members.

2. If at any time during a general meeting a quorum ceases to be present, business then in progress must be suspended until there is a quorum present or until the meeting is adjourned or terminated.

The quorum cannot be waived or suspended, even by unanimous consent.

Voting

1. Except as provided elsewhere in these bylaws, all matters requiring a vote will be decided by a simple majority of the votes cast.
2. In the case of a tie vote, the chair does not have a second or casting vote and the motion is defeated.
3. Members will vote through their elected representatives. A representative must be present at a meeting to vote. Voting by proxy will not be permitted.
4. Except as provided elsewhere in these bylaws, voting is by a show of hands or, where requested by two voting members present, by secret ballot.
5. A vote will be taken to destroy the ballots.

Conduct

1. At general meetings, members will not discuss individual school personnel, students, parents, or other members of the school community.
2. The DPAC will refrain from partisan political action or other activities that do not serve the interests of the district or the public school system.
3. All proceedings of any meetings held within the DPAC shall be governed by Robert's Rules of Order, unless otherwise provided for in these bylaws.

Section 3 – ELECTRONIC (E) MEETINGS

1. Business of a time sensitive nature may be conducted between general meetings via e-mail. All other business should be conducted in person, at general meetings.
2. E-meetings will be called by the Chair, or upon the receipt of a petition representing fifty percent (50%) of the voting delegates.
3. The Chair will send out an invite to ALL official DPAC Reps, including details of the time sensitive business to be discussed, and set a reasonable response time of no less than 24 hours.

4. The Chair will summarize all transactions of the e-meeting, including any decisions made, at the next general meeting to ensure all electronic meeting business is included in the official minutes of the Council.

Quorum

Quorum for e-meetings will be fifty percent (50%) of the total voting membership. Once established, a quorum is always presumed “present”.

Voting

Voting at e-meetings will never be done by secret ballot. Votes cast by a type-written yes or no or, where requested by two or more voting members present, submitted to the Chair and Secretary only.

Section 4 – EXECUTIVE

Role of executive

The executive will manage the DPAC’s affairs between general meetings.

Executive defined

The executive will include the chair, vice-chair, secretary, treasurer, BCCPAC Representative, and two (2) Members at Large.

Eligibility

Any parent of a student registered in SD 33 is eligible for nomination to the executive, except employees, elected officials of School District No. 33 or the Ministry of Education.

An executive who runs for political office must request a leave of absence as soon as the nomination process begins.

Perception of Bias – Councils need to appear to be representing the voice of parents and protecting the integrity of their membership. Members who are school board or Ministry of Education employees or elected officials may be seen as having a bias and not speaking or acting solely on behalf of parents.

Election of executive

1. The executive will be elected at each annual general meeting.
2. Call for nominations shall be made at the meeting in April.
3. Elections will be conducted by the chair of the Nominations Committee.

4. Elections are held by secret ballot.

Term of office

1. The executive will hold office for a term of one year after the AGM in which they are elected.
2. No person may hold the same executive position for more than four (4) consecutive years.

Vacancy

If an executive member resigns or ceases to hold office for any other reason, or if an executive position remains vacant after the elections, the remaining executive members may appoint an eligible DPAC representative to fill the vacancy until the next annual general meeting.

Removal of Executive

1. The members may, by a majority of not less than 75% of the votes cast, remove an executive member before the expiration of his or her term of office, and may elect an eligible DPAC representative to complete the term.
2. Written notice specifying the intention to make a motion to remove the executive member must be given to all members not less than 14 days before the meeting.

Remuneration of executive

No executive member may be remunerated for serving on the executive.

Section 5 – EXECUTIVE MEETINGS

Meetings

1. An executive meeting will be held each June, after the election of the new executive, for the purpose of drafting the next year's budget, reviewing the Constitution & Bylaws, and planning the year ahead. Past executives may attend this meeting for the purpose of passing on relevant information.
2. Additional executive meetings will be held at the call of the chair.

Quorum

A quorum for executive meetings will be a simple majority of the members of the executive.

Notice

Executive members will be given reasonable notice of executive meetings.

Voting

1. All matters requiring a vote at executive meetings will be decided by a simple majority of the votes cast.
2. In the case of a tie vote, the chair does not have a second or casting vote and the motion is defeated.

Section 6 – CONDUCT OF EXECUTIVE AND REPRESENTATIVES

Code of Ethics

On election or appointment, every executive member and representative must sign and agree to abide by a code of ethics acceptable to the membership.

Representing the District Parent Advisory Council

Every executive member and representative must act solely in the interests of the DPAC.

Privilege

Any information received in confidence by an executive member or representative from school personnel, a student, parent, or other member of the school community is privileged and must not be divulged.

Disclosure of interest

1. An executive member or representative who is interested, either directly or indirectly, in a proposed contract or transaction with DPAC must disclose fully and promptly the nature and extent of his or her interest to the membership and executive.
2. Such an executive member or representative must avoid using his or her position on the DPAC for personal gain.

Section 7 – DUTIES OF EXECUTIVE AND REPRESENTATIVES

The Chair will

- a) Speak on behalf of the DPAC
- b) consult with DPAC members
- c) preside at membership and executive meetings
- d) ensure that an agenda is prepared
- e) appoint committees where authorized by the membership or executive
- f) ensure that DPAC is represented in district activities as appropriate

- g) ensure that DPAC activities are aimed at achieving the purposes set out in the Constitution
- h) oversees DPAC email account, list serve and Facebook Page
- i) be a signing officer
- j) issue and receive correspondence on behalf of the DPAC with the assistance of the secretary
- k) maintain a positive working relationship with district staff, school board trustees, the Chilliwack Teachers' Association, and the local CUPE
- l) attend school board meetings when available
- m) attend All Leaders meetings when available
- n) chair one committee

The Vice-Chair will

- a) assume the duties of the chair in the chair's absence or upon request
- b) assist the chair in the performance of his or her duties
- c) accept extra duties as required
- d) be a signing officer if needed
- e) attend school board meetings when available
- f) attend All Leaders meetings when available
- g) chair one committee and/or be an external representative

The Secretary will

- a) ensure that members are notified of meetings
- b) record and file minutes of all meetings
- c) submit minutes to Board office to be posted on the District website for the DPAC members as soon as possible after the last meeting.
- d) keep an accurate and up to date copy of the constitution and bylaws and make copies available to members; prepare and maintain other documentation as requested
- e) ensure safekeeping of all records of the Council
- f) keep an accurate record of DPAC representatives
- g) be a signing officer
- h) assist the Chair with issuing and receiving correspondence on behalf of the DPAC
- i) attend school board meetings when available
- j) book venues for events
- k) chair one committee and/or be an external representative

The Treasurer will

- a) be a signing officer
- b) ensure all funds of the DPAC are properly accounted for
- c) disburse funds as authorized by motion of the membership
- d) ensure that proper financial records and books of account are maintained
- e) report on all receipts and disbursements at general and executive meetings
- f) make financial records and books of account available to members upon request
- g) have the financial records and books of account ready for inspection or audit annually

- h) with the assistance of the executive, draft an annual budget for the AGM
- i) ensure that another signing officer has access to the financial records and books of account in the treasurer's absence
- j) submit an annual financial statement at the annual general meeting
- k) represent DPAC on the district budget committee
- l) attend school board meetings when available

The BCCPAC Representative will

- a) act as the liaison between the DPAC and BCCPAC
- b) encourage PACs in School District No. 33 to be members of BCCPAC
- c) disseminate BCCPAC information to all PACs in School District No. 33
- d) help identify interested and qualified parents for BCCPAC external committees
- e) help PACs and the DPAC to process BCCPAC forms, proxies, and applications
- f) assist PACs and the DPAC in responding to BCCPAC AGM resolutions
- g) maintain DPACs membership with BCCPAC
- h) attend school board meetings when available
- i) chair one committee and/or be an external representative

Members at Large will

- a) perform duties as assigned
- b) attend school board meetings when available
- c) chair one committee and/or be an external representative

Section 8 – COMMITTEES AND EXTERNAL REPRESENTATIVES

1. The membership and executive may appoint committees to further the DPAC's purposes and carry on its affairs.
2. The terms of reference of each committee will be specified by the executive at the time the committee is established.
3. Will report to the executive as required.
4. A Nominating Committee will be appointed annually in April of each year, before the annual general meeting. The chair of the nominating committee will strive to present at least one name for each executive position and conduct the election.
5. Other committees may include, but are not limited to: DPAC Newsletter; Constitution & Bylaws (DPAC and PAC); Elections (municipal and/or provincial); PAC Recruitment; Chilliwack Healthier Community; Chilliwack Child and Youth Committee.
6. The DPAC will strive to have a representative on all school district committees, including budget and the educational policy advisory committee (EPAC)

Section 9 – FINANCIAL MATTERS

Financial year

The financial year of the DPAC will be July 1st to June 30th.

Power to raise money

DPAC may raise and spend money to further its purposes.

Bank accounts

All funds of the DPAC must be kept on deposit in the name of the DPAC in a bank or financial institution registered under the Bank Act or governed under the Credit Union Incorporation Act.

Signing authority

The executive will name at least three signing officers for banking and legal documents. Two signatures will be required on all of these documents.

Annual budget

The executive will prepare an annual budget and present it to the membership for approval. This may be done at the AGM or the first regular meeting of the school year at the discretion of the membership, but must be presented and voted on no later than September 30th each year.

DPAC money can only be spent if authorized by a motion passed at a general meeting. One of the most useful motions is approval of a budget. A budget gives the executive authority to make the transactions included in the budget without coming back to the membership for approval.

Non-budgeted expenditures

The executive will present all proposed expenditures beyond the current budget for approval at the next general meeting.

Treasurer's report

A treasurer's report will be presented at each general meeting.

Auditor

Members at a general meeting will appoint an auditor who is not a member of the DPAC executive when an audit is requested by 2/3 of the voting members in attendance at any general meeting.

Section 10 – CONSTITUTION AND BYLAW AMENDMENTS

1. The members may, by a majority of not less than 75% of the votes cast, (quorum must be met) amend DPAC's constitution and bylaws.
2. Written notice specifying the proposed amendments must be given to the members not less than 14 days before the meeting.
3. Proposed amendments may be posted digitally for access to all members.

Section 11 – PROPERTY OF DOCUMENTS

All documents, records, minutes, correspondence, or other papers kept by a member, executive member, representative, or committee member in connection with the DPAC shall be deemed to be property of the DPAC and shall be turned over to the president when the member, executive member, representative, or committee member ceases to perform the task to which the papers relate. All documents and records will be kept at the School Board Office.

Section 12 – DISSOLUTION


1. In the event of winding up or dissolution of the DPAC, and after payment of all debts and costs of winding up or dissolution, the assets and remaining funds from the **General Account** of the DPAC shall be held in trust by School District No. 33 until such time as a new DPAC is formed.
2. Upon dissolution of the DPAC, all unused funds from the **Gaming Account** and assets purchased with gaming funds must be transferred to the Minister of Finance, or if those assets are not in a form that can be easily transferred to the Minister of Finance, then to another eligible organization within BC.
3. In the event of winding up or dissolution, all records of the Council shall be given to the Secretary-Treasurer of School District No. 33.

Adopted by Chilliwack District Parents Advisory Council at the Chilliwack School Board Office, Chilliwack, BC, on September 30, 2016.

Updated and amended on October 26, 2017.

Updated and amended on October 25, 2018.

X Diane Braun
Chairperson

X 
Treasurer

CODE OF ETHICS

A parent who accepts a position as a DPAC executive member, committee member, or Parent representative:

- a) upholds the constitution and bylaws, policies, and procedures of the electing body
- b) performs his or her duties with honesty and integrity and in the interests of the DPAC
- c) works to ensure that the well-being of students is the primary focus of all decisions
- d) respects the rights of all individuals
- e) takes direction from the membership and executive
- f) encourages and supports parents and students with individual concerns to act on their own behalf, and provides information on the process for taking concerns forward
- g) works to ensure that issues are resolved through due process
- h) strives to be informed and only passes on information that is reliable
- i) respects all confidential information
- j) supports public education

Statement of Understanding

I, the undersigned, in accepting the position of _____ on the Chilliwack District Parent Advisory Council have read, understood, and agreed to abide by this Code of Ethics.

Name of Executive Member, Committee Member, or Representative

Signature _____

Date _____ Phone number _____

This page can be photocopied and used annually for all executive members and representatives.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**904.1
ADMINISTRATIVE REGULATION
School Parent Advisory Councils**

The attached sample constitution and bylaws may be used by parent advisory councils in School District No. 33. Upon receipt of the completed constitution and bylaws, the Board shall formally recognize this organization as the official school's parent advisory council.

Cross Refs: *School Act* Sections 7 (1)(c), 8, 85 (2)(b)

Adopted: May 11, 1993
Reviewed: February 27, 2006, March 14, 2018
Revised: April 21, 2016, March 14, 2018

PARENT ADVISORY COUNCIL **CONSTITUTION AND BYLAWS**

(name of school) _____
Parent Advisory Council

Legislative authority preamble:

The British Columbia School Act provides that:

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

And to assist in facilitating the achievement of those objectives the Act recognizes Parent Advisory Councils and provides further that:

...Parents of students of school age attending a school or a Provincial school may apply to the Board or to the Minister (Provincial schools), as the case may be to establish a parents' advisory council for that school.

...On receipt of an application under subsection (1) the Board or Minister must establish a parents' advisory council for that school.

...There may be only one parents' advisory council for each school or Provincial school.

...A parents' advisory council, through its elected officers, may advise the Board, and the principal and staff of the school or Provincial school respecting any matter relating to the school or the Provincial school.

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CONSTITUTION

SECTION 1: NAME

The name of the Association shall be the _____ PARENT ADVISORY COUNCIL or _____ PAC. The PAC will operate as a non-profit organization with no personal financial benefit. The business of the PAC shall be unbiased towards race, religion, gender or politics.

SECTION 2: PURPOSE

1. To promote effective communication between the home and school.
2. To promote improvements in the educational program, facilities and culture of _____ School with a view to enhancing the student learning.
3. To encourage parents/guardians to participate in meaningful educational activities and decision making.
4. To strengthen the role of parents/guardians in the education of their children through professional development on the rights and responsibilities of parents within the education system.
5. To organize PAC activities and events.
6. To contribute to the effectiveness of the school by promoting the involvement of parents/guardians and other community members.
7. To advise the principal and staff on parents views on any matter relating to the school programs, policies, plans and activities.
8. To provide financial support for the goals of the PAC as determined by the membership.

SECTION 3: DISSOLUTION

1. A written notice of dissolution must be distributed to the members at least 30 days prior to a general meeting at which a vote will be taken.
2. The PAC can only be dissolved by a two-thirds (2/3) majority vote of the members present at the annual general meeting.
3. In the event of winding up or dissolution, all records of the Council shall be placed under the jurisdiction of the principal of (name of your school) or the Secretary-Treasurer of School District No. 33.

4. In the event of winding up or dissolution of the Council, and after payment of all debts and costs of winding up or dissolution, the assets and remaining funds from the General Account of the Council may be distributed to another parent advisory council or councils in School District No. 33 having purposes similar to those of the Council, as the members of the Council may determine at the time of winding up or dissolution.
5. In the case of a school closure or substantive downsizing, (name of your school) PAC may, at its sole discretion, disburse funds from its Gaming Account to another eligible PAC to reflect the reassignment of students. Upon dissolution of the Council, all unused funds from the Gaming Account and assets purchased with gaming funds must be transferred to the Minister of Finance or, if those assets are not in a form that can be easily transferred to the Minister of Finance, then to another eligible organization within BC.

BYLAWS

SECTION 1: MEMBERSHIP

1. Membership shall be automatic to all parents/guardians of students registered at _____ School.
2. Each member shall be able to cast one vote.
3. Only voting members who are not employed by the school district in any capacity shall be eligible to hold an executive position. All executive members must have a criminal records check provided to the PAC or school.
4. Members of the school community who are not parents/guardians of students currently enrolled in the school may be invited in to become non-voting members of the PAC. Non-voting members cannot be elected to an executive position. There may not be more non-voting members than voting members at any time.

SECTION 2: MEETINGS

1. General meetings shall be held on a regular basis during the school year to conduct current business (September to June).
2. The Annual General Meeting shall be held each _____ and shall include:
 - Presentation of the minutes from the previous Annual General Meeting
 - Presentation of the reports from the executive and any committee chairs

- Election of the new executive officers
- Approval of financial statements and proposed budget
- An audit or financial review report on the PAC finances

(this is particularly important if there is a change in Treasurer)

3. A Quorum at any meetings shall be three executive members plus those PAC members *in attendance*.
4. The Principal and staff (teaching and non-teaching) are encouraged to attend general meetings of the PAC as observers and liaison with parents.
5. A PAC meeting shall not be a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community.
6. Additional meetings may be called by the Chairperson, or at the written request of at least _____ members.
7. Executive meetings may be held anytime as deemed necessary by the executive. The purpose of these meetings is to carry on business between general meetings.
8. Motions shall be passed by a simple majority with the exception of those that require 2/3 majority as per Robert's Rules of Order (*constitution and bylaws*). Where procedural problems should arise which cannot be resolved with the constitution, the rules contained in the latest edition of Robert's Rules of Order shall govern all matters with final authority.

SECTION 3: QUORUM AND VOTING

1. Quorum at General Meetings and the AGM will be a minimum of 3 executive Officers plus those members in attendance.
2. Issues arising at any meeting shall be decided by a simple vote (50% + 1).
3. In the event of a tie vote, the motion is defeated.
4. The Chair does not have a second tie breaking vote.
5. Voting shall be done by the show of hands with the exception of the election of officers, as set out in Section 4 of the Bylaws, which shall be done by secret ballot. If there is more than one nominee, voting shall be done by secret ballot.
6. A motion to destroy the ballots is required after any ballot election.

7. There shall be no proxy voting.

SECTION 4: NOMINATION AND ELECTION PROCEDURES

Nominations and elections for the following positions will be held in this order:

1. Chairperson
2. Vice-Chairperson
3. Treasurer
4. Secretary
5. BCCPAC Representative
6. DPAC Representative
7. Member at Large
8. Member at Large

There shall be no proxy voting.

Robert's Rules of Order shall be used as the final authority to resolve any situation.

Procedure:

1. The Nomination and Election process is chaired by the Immediate Past Chairperson.
2. The Nomination Chairperson calls for nominations to a position. All nominees must be voting members of the PAC. The call is repeated three times.
3. A vote is conducted by secret ballot if there is more than one nominee for a position.

SECTION 5: TERM OF OFFICE

1. Term of office is from July 1st to June 30. *(follows the natural school year)*
2. No person shall hold more than one elected position at any one time.
3. Any elected PAC Executive member may serve on the executive for a limit of two consecutive terms in any one executive position.
4. In the event that an executive position remains vacant due to lack of nominated members, a past executive member that has reached their limit of consecutive terms may be considered for the position if they are willing to continue.

5. The Immediate Past Chairperson shall hold that office for one year. This is a non-voting executive position.

SECTION 6: EXECUTIVE STRUCTURE

1. The executive of the PAC shall be comprised of the Immediate Past Chairperson, Chairperson, Vice-Chairperson, Secretary, Treasurer, DPAC and BCCPAC representatives and two members at large.
2. The Immediate Past Chairperson may remain on the executive in a non-voting, advisory capacity to ensure a smooth transition for one year.
3. The executive may meet prior to each general meeting or as necessary to conduct the business of the PAC.
4. A quorum for all meetings of the executive shall be three executive members, one of which must be the Chairperson.
5. In the event all positions cannot be filled, the minimum to be viable is three, Chairperson, Secretary and Treasurer.

SECTION 7: DUTIES OF THE EXECUTIVE

CHAIRPERSON

The Chairperson shall:

1. Provide leadership
2. Ensure that the business of the PAC is proceeding effectively
3. Act as a spokesperson for the PAC
4. Preside at all meetings
5. Prepare an agenda for general and executive meetings
6. Be current on the _____ PAC Constitution, Bylaws and Meeting rules.
7. Read information sent to the PAC and distribute information to the members.
8. Collaborate with the Principal of the school to assist members

9. Appoint ad hoc committees as needed.
10. Consult PAC members regularly and keep them informed
11. Prepare a notice of meeting and agenda highlights to be included in the parents' newsletter and other digital media and post on school website and /or bulletin board.
12. Be a signing officer for cheques and documents
13. Ensure the PAC is represented in school and district activities
14. Ensure a Nominations Committee is formed in March
15. Prepare an annual report for the Annual General Meeting
16. Ensure that all relevant information regarding this position is passed onto the succeeding Chairperson by the June general meeting

VICE-CHAIRPERSON

The Vice-Chairperson shall:

1. Assist the Chairperson as required
2. Ensure that the business of the PAC is proceeding effectively
3. Know where to find resources to assist members
4. Maintain the PAC calendar of events and activities
5. Chair meetings in the absence of the Chairperson.
6. Prepare an annual report for the Annual General Meeting
7. Ensure that all relevant information regarding this position is passed on to the succeeding Vice-Chairperson by the June general meeting

SECRETARY

The secretary shall:

1. Record the minutes of all general and executive and Annual General meetings
2. Record the attendance at all general and executive meetings
3. Post the minutes of all PAC meetings within two weeks

4. Prepare a brief report following each general meeting to be included in the parents' newsletter and bulletin board or PAC website or Facebook.
5. Maintain all records of the PAC (Bylaws, Reports, minutes, etc.)
6. Know PAC constitution, Bylaws and Meeting rules
7. Is one of the three signing officers for cheques and documents
8. Prepare an annual report for the Annual General Meeting
9. Ensure that all relevant information regarding this position is passed on to the succeeding Secretary by the June general meeting.

TREASURER

The Treasurer shall:

1. Be responsible for all PAC funds
2. Deposit all funds collected on behalf of the PAC in an account at a recognized financial institution approved by the PAC
3. Maintain detailed accounts of all receipts and expenditures ensuring all expenditures are authorized by motion or through the approved budget.
4. Present a written report on the financial status of the PAC at all general meetings
5. Make books available for viewing by members upon request
6. Sign all cheques along with one other of the members who has signing authority
7. Ensure that another signing officer has access to the books in the event of their absence
8. Prepare a projected annual budget outlining the basic annual expenditures to be presented at the PAC Annual General Meeting
9. Have books ready for annual audit/review
10. Prepare an annual report for the Annual General Meeting
11. Ensure that all relevant information regarding this position is passed onto the succeeding Treasurer after completing the fiscal year end

DPAC DELEGATE

The DPAC Delegate shall:

1. Represent the _____ PAC in the voting process at DPAC meetings
2. Report DPAC business back to _____ PAC meetings
3. Seek input from the PAC members for DPAC
4. Forward PAC school based issues to DPAC on requests of the PAC
5. Prepare an annual report for the Annual General Meeting
6. Ensure that all relevant information regarding this position is passed onto the succeeding DPAC Delegate by the June general meeting

PAST CHAIRPERSON

The past Chairperson may:

1. Help smooth the transition between Chairpersons
2. Serve as an advisor to the Chairperson
3. Provide continuity of leadership
4. Assume specific tasks or responsibilities as requested by the Chairperson
5. May be asked to prepare an annual report for the Annual General Meeting.

BCCPAC REPRESENTATIVE *(optional, resource asset)*

The BCCPAC representative shall:

1. Act as a liaison between the PAC and BCCPAC
2. To annually register PAC membership in BCCPAC
3. To provide the PAC executive with information from BCCPAC activities
4. To attend and/or encourage parent attendance at BCCPAC provincial conferences.

This is professional development for parents and assists in strengthening the parent voice to the Ministry of Education regarding parents' views on public education services.

MEMBERS AT LARGE *(optional – orientation for future executives)*

The Members at Large shall:

1. Assist the executives with ideas and support during meetings

2. Assist the executive when needed for projects or other undertakings
3. Aid in communication with parents on the work of PAC.

SECTION 8: CODE OF ETHICS

Any parent/guardian who accepts a position as a PAC executive member or represents a PAC through a committee must abide by the following Code of Ethics:

1. Uphold the Constitution and Bylaws and policies of the _____ PAC
2. Perform duties with honesty and integrity
3. Shall inform the PAC of any matters of conflict of interest and shall refrain from discussion, influencing and voting upon any matter in which they or their families could benefit monetarily from the decision made.
4. Work to ensure the wellbeing of students is the primary focus of all decisions
5. Respect the rights of all individuals.
6. Take direction from the members and ensure that they are represented.
7. Encourage and support parents/guardians and students with individual concerns to act on their own behalf and provide information on the process for taking their concern forward.
8. Work to ensure that issues are resolved through due process
9. Strive to be informed and only pass on information that is reliable
10. Respect all confidential information
11. Support public education
12. Shall make a reasonable effort to attend all executive and general meetings
13. All positions shall submit an annual report of their term in office

Statement of Understanding

I, the undersigned, in accepting the position of _____ on the _____ School Parent Advisory Council Executive, have read, understood, and agree to abide by the Code of Ethics set out in this document. I also agree to participate in the dispute resolution process that has been agreed to by the electing body, should there be any concerns about my work.

Name of Executive Officer _____

Signature _____

Date _____

Phone number _____

SECTION 9: COMMITTEES

1. The executive may appoint committees or individuals to undertake various tasks and responsibilities as the need arises.
2. Committees may be either standing or ad hoc in nature. Examples include: Fundraising Coordinator, Volunteer Coordinator, Funds Allocation Committee, PAC Newsletter Coordinator, Hot Lunch Coordinator, Constitution and Bylaws Review Committee and Nominations Committee.
3. Committees or individual appointees shall report promptly to the executive or to the PAC members at general meetings.
4. The terms of reference and privileges of each committee shall be reported promptly to the executive or to the PAC members at general meetings.

SECTION 10: FINANCES

1. The fiscal year shall run from July 1 to June 30 (*follows the school year*)
2. The PAC executive must present a preliminary budget at the Annual General Meeting.

Amendments to the budget may be made by motion of the members at any general meeting.
3. All funds of PAC shall be on deposit in a financial institution registered under the Bank Act.
4. The executive shall name three signing officers, the treasurer, chairperson and secretary for banking and legal documents. Two signatures will be required for all cheques and documents one of which must be the Treasurer.
5. The executive shall ensure that no expenditures are made without approval by the membership.
6. A financial report will be presented at all general meetings.
7. There shall be an annual audit/ review of the financial records by a qualified community person who is not a member of the PAC.

SECTION 11: AMENDMENTS

A review of the Constitution and Bylaws shall take place every three years by a committee consisting of at least three members including one executive member.

Amendments to the Constitution and Bylaws of the _____ School Parent Advisory Council may be made at the Annual General meeting providing:

1. Thirty (30) days minimum written notice of the meeting, including specifics of the amendments proposed, has been given to all members.
2. A 2/3 majority vote of those voting members present at the meeting will be required to amend the Constitution

SECTION 12: PROPERTY IN DOCUMENTS

All documents, records, minutes, correspondence or other papers kept by a member, executive member or committee member in connection with the organization shall be deemed to be the property of the organization, and shall be turned over to the chairperson when the member, executive member or committee member ceases to perform the task to which the papers relate.

A copy of the adopted Constitution and By-laws must be sent to the Superintendent of Schools of the Chilliwack School District along with a copy of the minutes in which the document was approved in order for the PAC to be recognized.

Any subsequent amendments to the Constitution and By-laws must be forwarded to the Superintendent in the form of the amended and adopted document.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

904.2

ADMINISTRATIVE REGULATION

Insurance Extension Parent Advisory Councils

AVAILABILITY OF LIABILITY INSURANCE COVERAGE:

1. The school district's insurance coverage through the Schools Protection Program enables third party legal liability insurance coverage to be extended to include Parent Advisory Councils (PAC) and their members.
 - a) where the PAC has been recognized by the Board Policy 904 and
 - b) while they are engaged in activities connected to the school or school district
2. Other risks, such as property loss or damage or embezzlement of PAC funds, are not covered under the Schools Protection Program.
3. PACs have the option to purchase additional liability insurance for their organization from a private insurance carrier.

COORDINATION OF INSURANCE WITH THE PARENT ADVISORY COUNCIL:

1. Since insurance coverage is based on the activity being connected with the school district, PACs must solidify insurance coverage for an activity by obtaining the principal's sanction for the activity. Such sanctions may be in verbal or written form (see sample).
2. PACs are directed to communicate to their school principal the details of the organization and operation of their activity.
3. Principals are directed to communicate to their PAC:
 - a) liability risk management practices which the district utilizes with respect to the type of activity planned by the PAC and
 - b) the district's reporting procedures for any incidents which may occur and any claims which may arise (School Protection Program Incident Reports)

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**906.1
ADMINISTRATIVE REGULATION
Community Use of Facilities**

The Board of Education, in providing Community Use, will reserve the right to:

- Adjust fee schedules to reflect costs of community use
- Charge an administration fee
- Request the first and last months' charges in advance
- Request a security deposit

SITES, FACILITIES AND RESOURCES:

The following chart outlines the types of sites and facilities available for community use.

Sites	Facilities	Specialty Areas
Outdoor Use <ul style="list-style-type: none">• Tennis courts• Covered areas• Parking lots *Playing Fields	Gymnasiums Multi-purpose room Drama Room Classroom Library Theatre Kitchen – Community	Computer Lab Cafeteria Showers/change rooms Meeting Rooms Home Ec. Room Weight Room Dance Room Band Room

*The City books Playing Fields (excluding Cultus Lake Community School) after 6pm and on weekends when school is in session (September to June).

The following school district policies apply to all users of buildings and grounds:

- no alcohol on school district property
- no smoking on school district property

Cross Refs: Board Policy 422: Smoking, Board Policy 500: Drugs and Alcohol

Adopted: February 28, 1979

Reviewed:

Revised: June 28, 1994, October 24, 1995, April 27, 1999, October 24, 2000, April 23, 2002, April 9, 2003, May 23, 2008, September 16, 2014, July 2014, July 2015

ADMINISTRATION:

Sites Facilities and Resources:

There are three booking options, dependent on the site and/or facilities desired, within the Chilliwack School District:

1. NLC Booking Clerk (all sites except for Community Schools)
2. Community Schools
 - a. Central Elementary Community School Society
 - b. Cultus Lake Community School Society
 - c. Greendale Elementary Community School Society
 - d. Promontory Heights Elementary Community School Society
 - e. Rosedale Traditional Community School Society (NLC)
 - f. Yarrow Elementary Community School Society (NLC)
3. The City of Chilliwack (fields only)

Fees and User Rates:

The Fee Schedule by Category (pg. 5) provides base rate costs for facilities and resources. Rates may be adjusted annually on July 1st to reflect the Canadian Consumer Price Index.

SITES, FACILITIES AND RESOURCES USAGE:

Usage shall be placed into two categories:

1. **School day use:** Any day that school is in session shall be determined as school day use, school based functions will have primary usage.

School Use	After School Use
7:00am – 5:00pm	5:00pm – 10:00pm

2. **Community School/NLC Use**
Spaces may be available from 7:00am until 10:00pm upon request.

NOTE: On school closures including Spring Break, Christmas Break, Pro-D Days, and Statutory Holidays, there will be limited rentals through the school district (with the exception of long term rentals such as Church rentals). These rental requests will be considered during these closure times at an increased rental rate.

DETERMINING PRIORITY FOR USE OF FACILITIES:

In order to ensure that all sectors of the community have access to school district facilities on an equitable basis, the following guidelines have been established.

Where user groups may desire the same time frame in the same room of a building, the following factors will be taken into consideration:

- Priority Usage (as per category definitions)
- Potential for alternate venues within School District
- Payment history (if applicable)
- Previous history of the users
- Long-term booking vs. one-time booking
- Date of booking
- Any notable emergent factor

Category Definitions:

- C1** School District based (includes School/PAC sponsored events, employee wellness)
- C2** Youth/family groups that provide programming/services facilitated or coached by volunteers.
- C3** All adult or family/youth groups/events, health services community, club etc. that provide programming and services by paid facilitators or coaches or are not education based.
- C4** Business/political/church.

***License to Occupy** for all long-term tenants. Prices will reflect appropriate category.

USER CHARGES

The Fee Schedule by Category (pg. 5) reflects the different types of users and the different types of facilities or equipment used. The categories reflect the basic costs for use with school and youth groups receiving cost reductions.

Commercial and profit-oriented ventures are charged more as they are offsetting building costs by using school district facilities.

Additional charges may apply.

User Category	Labour Costs	Security Deposit
Category 1	as required	n/a
Category 2	as required	as required
Category 3	as required	as required
Category 4	as required	as required

BASE RATE CHARGES FOR RESOURCES

Costs are based on item per day of use. Risers, stages and public address equipment require set-up by school district personnel.

	Cost	Labour	Security Deposit
Chairs	\$0.35/chair	as required	as required
Choral Risers	\$30.00	as required	as required
Stages 12 pieces	\$120.00	as required	as required
PA equipment	\$120.00	as required	as required

Other district resources may be made available based on individual use requirements and negotiated charges.

- Liability insurance is required for the above.
- Resources may only be rented in conjunction with a facility booking.

FEE SCHEDULE BY CATEGORY: (calculated per hour)

AREA	C1	C2	C3	C4
Classroom	School based	5.05	7.60	10.10
*Specialty Room i.e.: dance, music, home economics, drama, conference room	School based	6.05	9.10	12.10
Multi-Purpose Room	School based	7.60	11.40	15.15
Multi add Kitchen	School based	5.05	5.05	5.05
Library (small)	School based	7.60	11.40	15.15
Library (medium)	School based	9.10	13.65	18.20
Library (large)	School based	10.60	15.90	21.20
Gymnasium (small)	School based	10.10	15.15	20.20
Gymnasium (medium)	School based	12.60	18.90	25.25
Gymnasium (large)	School based	15.15	20.20	30.30
**Change Rooms	School based	10.10	10.10	10.10
Alumni Hall	School based	30.30	40.40	50.50
Alumni Servery (w/booking of Alumni or other room)	School based	5.05	5.05	5.05
Computer Lab	School based	30.30	40.40	50.50
NLC Community Kitchen	School based	8.10	12.10	16.15
RTCS Multi-purpose A	School based	10.10	15.15	20.20
RTCS Multi-purpose B	School based	15.15	20.20	25.25
RTCS Multi Kitchen (w/booking of MPR or other room)	School based	5.05	5.05	5.05
Yarrow Multi-purpose	School based	10.10	15.15	20.20
SSS Pit Area (MPR)	School based	9.10	13.65	18.20
CSS Multi-purpose (Grand Hall)	School based	15.15	20.20	25.25

Theatres:

Theatre (GW Graham) capacity: 360	Booked upon special request. Contact Chilliwack NLC for details.			
Theatre (CSS) capacity: 150	Booked upon special request. Contact Chilliwack NLC for details.			
Theatre (McAstocker) capacity: 125	Charges waived	15.15	30.30	45.45

*Special permission is required for booking

** Available only with a gym rental

- Prices are hourly and reflect per session/booking
- Additional charges will apply for use of audio visual equipment
- Rates will increase annually to reflect inflation
- GST will be applied to all charges
- Labour charges and security deposits - as required

**COMMUNITY USE OF FACILITIES
Rental Regulations/Agreement**

1. Community Use Bookings are made at the Chilliwack NLC (46361 Yale Road) during regular office hours. For more information call 604-701-4978 or email: bookingclerk@sd33.bc.ca
2. Chilliwack Neighbourhood Learning Centre (NLC) bookings are made by calling (604) 701-4978 or by fax (604) 701-4977.
3. Community Schools bookings are made by contacting the Community School directly:

Central Elementary Community School Society:	604-792-8539
Cultus Lake Community School Society:	604-858-7192
Greendale Elementary Community School Society:	604-823-7281
Promontory Heights Elem Community School Society:	604-858-2999
Rosedale Traditional Community School Society/NLC:	604-378-0300
Yarrow Elementary Community School Society/NLC:	604-823-0257
4. All activities that are not school district based functions require a signed contract that has been paid in accordance with the arrangements made at the time of booking, as well as proof of insurance, prior to the starting date. Outstanding accounts may result in loss of privileges. The school district may charge interest of 1.5% per month on overdue accounts.
5. School District Central Office Administration reserves the right to cancel community events.
6. All rentals and lease agreements are subject to cancellation in the event of a strike or labor dispute.
7. User groups are required to provide written notification of intent to cancel a booking a minimum of two business days (48 hours) prior to start date in order to receive a refund.
8. School District resources and equipment such as nets, basketball hoops, mats and standards may be used. This must be indicated on your rental agreement. For use of audio-visual equipment, arrangements must be made at time of booking.
9. Sports equipment used in the gymnasium must be designed for indoor use.

10. The doors to the facility will be kept locked until 15 minutes prior to the booking and the facility is to be vacated promptly at the end of your requested time slot.
11. The adult supervisor in charge of the rental is responsible for admitting participants, their conduct, and ensuring they stay in the area specified on the rental agreement.
12. Smoking, alcoholic beverages and illegal drugs are prohibited on all school district sites.
13. Appropriate footwear must be worn at all times in the school building. For gymnasiums, running shoes must be non-marking.
14. Renters will be held responsible for any damage and all costs incurred during their use of the facility.
15. It is the renter's responsibility to arrange and maintain liability, tenant's liability and other insurance (two million) as may be deemed appropriate and prudent during the rental period. School District 33 Chilliwack must be named as additional insured.
16. This rental agreement applies to the dates indicated on the rental agreement.
17. The School Board reserves the right to deny access to School District facilities. As per Policy 906 "School District facilities will not be used by groups or organizations where activities are not compatible with the values and beliefs of the school district."
18. A copy of all advertising materials, pertaining to the rental, must be provided to the School District prior to distribution.
19. Food and/or drinks may not be consumed in school gymnasiums unless otherwise indicated in the rental agreement. Clean-up charges will be determined at the time of booking.

The renter agrees that there is no warranty expressed or implied on the part of Chilliwack School District as to the stability or conditions of the school premises and that the renter accepts that said premises at his/her own risk. The renter covenants to indemnify and save harmless the Board from all loss, cost and damages which may arise as a consequence either directly or indirectly of the granting of this agreement. The renter understands and agrees that this agreement may be revised or cancelled at anytime with or without cause and that in the event of such revocation or cancellation there should be no claim or right to damages or expenses. The party signing on behalf of the user must be at least 19 years of age.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**907.1
ADMINISTRATIVE REGULATION
Education, Business and Community Partnerships**

GUIDELINES:

DEFINITION:

A partnership is a cooperative relationship between schools/school district and community organizations in which both parties work towards a mutually agreed upon initiative.

PROCEDURES:

Partnerships may be initiated at the school or district level. All new proposals must be submitted, in writing, to the Superintendent or designate for initial approval prior to submission and communication. Submissions should provide sufficient details to support the decision on whether or not to approve the proposed partnership.

Partnership proposals must include evidence that all concerned parties have been consulted in the development of the proposal. The District will strive to maintain a registry of partnerships to ensure equity of partnership opportunities across the district.

PRINCIPLES:

Each partnership proposal must:

1. Be consistent with the district and school mission statements and objectives.
2. Ensure consistency with the ethics and core values of all partners.
3. Support curriculum and be consistent with district policy.
4. Serve an identifiable educational need that will enhance the quality and relevance of student programs rather than serve a commercial motive.

Cross Refs:

Adopted: September 27, 1997
Reviewed:
Revised: November 27, 2006

5. Be based upon shared objectives, expectations and social responsibilities towards education.
6. Be mutually beneficial to partners and treat fairly and equitably all those served by the partnership.
7. Have clearly defined roles and responsibilities for each partner.
8. Be free of any real or perceived conflict of interest on the part of the Board, its employees, employees' families or friends.
9. Not directly or indirectly exploit students or exert pressure on students, parents or school community to support any commercial enterprise.
10. Be for a specified term and include a cancellation policy.
11. Include a process for regular review.
12. Ensure sponsor recognition and corporate logos are for identification rather than commercial purposes.
13. Support activities that complement and not replace public funding for education.
14. Involve individual participants on a voluntary basis.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**908.1
ADMINISTRATIVE REGULATION
Historical Records Preservation**

Under the direction of the Secretary Treasurer, the following shall serve as a guide to the selection, storage and access to school district records donated to the Chilliwack Museum and Historical Society.

1. That school district information, not required by law to be kept under school district jurisdiction (personnel files and in-camera minutes exempt) and deemed historically significant by the Chilliwack Museum and Historical Society be transferred to the Museum Archives to be catalogued and preserved.
2. Once in the archives, access to the records will not be restricted but will be under the supervision of a professional archivist.
3. Any loaned materials must be listed in an inventory chart and signed over via a standard gift agreement.
4. Records for donation to the Chilliwack Museum and Historical Society shall be 50 years or older.

Cross Refs: Retention of Records 806(P)

Adopted: October 26, 1999
Reviewed: January 24, 2006
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**910.1
ADMINISTRATIVE REGULATION
Advertising in Schools**

The Superintendent is authorized to determine the appropriateness of advertising materials used in schools.

COMMERCIALLY SPONSORED CONTESTS:

The participation of students in essay, poster and similar contests which may have educational value must be authorized by the Superintendent of Schools. School staff members shall not be required to promote or judge such contests or events.

In general, 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, and may be approved in a very restricted way in the schools of the District.

Cross Refs:

Adopted: December 6, 1978
Reviewed:
Revised: June 17, 2015

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**911.1
ADMINISTRATIVE REGULATION
Community Schools**

SCHOOL BOARD APPROVAL:

1. Informal School Board sanction, or approval in principle, is requested from interested groups or individuals prior to proceeding with planning.
2. To obtain community school status, applications must be presented to the School Board prior to April 1st for approval for the following school year.
3. The application must be submitted by a non-profit registered society under the Societies Act of British Columbia.
4. The final submission must contain:
 - a) Proof of non-profit society status.
 - b) A constitution for the community school society.
 - c) Statement of goals and objectives with emphasis on services to children, youth, and families.
 - d) A list of the society board members.
 - e) A proposed budget.
 - f) A needs survey conducted in the community to assist in the planning of programs and activities.
 - g) A list of proposed activities.
 - h) Proof of liability insurance.
 - i) Dispute resolution.
5. The principal (or designate) shall be a member of the society board and acts as a representative of the school district.

Cross Refs:

Adopted: January 9, 2001
Reviewed:
Revised: November 27, 2006

ACCOUNTABILITY:

1. The society will conduct a needs assessment as necessary in the community and share the results of the assessment with the community and with the School Board.
2. The society shall report annually to the School Board not later than June of each year. The report should include:
 - a) The expenditures for the past year and the proposed budget for the following year.
 - b) The programs and activities completed during the year.
 - c) Plans for the coming year.
 - d) Assessment and evaluation of the programs operated by the community school
 - e) Compliance with Society Act requirements.
3. The School Board will give reasonable notice of any proposed plans/changes that could affect the operation of the community school by the society in the coming year in sufficient time to plan and revise programs.
4. The School Board, with proper justification, has the authority to remove a community school status. Such a removal will be done only under extraordinary circumstances and with full consultation with the society and the community affected.

USE OF FACILITIES AND EQUIPMENT:

1. Where a joint-use agreement exists both parties will operate within the terms and intent of the agreement. Any joint-use agreement established prior to the formation of the community school takes precedence. The Society will be provided with a copy of the existing joint-use agreement.
2. The Society will consult with the principal to determine the areas and equipment in the school that the Society may wish to use or the Society's equipment that the school may wish to use. All approvals and agreements will be in writing and a copy of such shall be maintained in the principal's office and the community school coordinator's office.
3. The Society may be assessed an annual fee for the community related program by the School Board to assist the School Board in the maintenance and operation of the school. This fee will be established in consultation with the Society. The date and process for payment of the fees will be determined through consultation with the Society. In return, the Society will be granted appropriate access to the building and use of the facilities, subject to the approval of the principal.

4. Depending on the nature of the activity, the Society will use the services of school district custodians. If, in the opinion of the principal, a custodian is required to clean part or all of the school as a result of community school activities, the principal is authorized to bring in a custodian and charge the hours to the community school Society.

PROGRAMMING:

1. Programming shall be based on a demonstrated community need with emphasis on children, youth and family programs.
2. The principal has ultimate authority for the supervision of the building. If, in his/her opinion, a program offered by the community school is in any way detrimental to the facility or school equipment or contravenes School Board policies, the principal has the authority to cancel that activity with reasonable notice. Any such decision by a principal may be appealed directly to the Superintendent of Schools.
3. Community use bookings shall be administered by the community school Society.
4. Existing programs offered prior to the establishment of the community school shall be considered by the principal (or designate) and the Society for continuation.

COMMUNITY SCHOOL COORDINATOR:

1. Each Society shall, in consultation with the principal (or designate), develop a community school coordinator's role description.
2. The coordinator shall be appointed and employed by the Society.
3. The coordinator shall work in consultation with the principal. The responsibilities of the coordinator shall be determined by the Society in consultation with the principal (or designate).

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**918.1
ADMINISTRATIVE REGULATION
General Guidelines for Fund Raising**

The following guidelines are provided to schools contemplating fund raising activities.

1. Fund raising should be planned with a clear purpose and consistent with Board policies.
2. Fund raising goals should be directed to items and activities that are not supplied by the School Board or Ministry of Education. This may not preclude fund raising to supplement items normally supplied by the Board or Ministry.
3. Planning for fund raising should involve school administration, staff, the parent advisory council, students and community members as appropriate.
4. It is expected that schools will confine their fund raising efforts to their defined catchment area when door to door solicitation is involved.
5. Fund raising activities that include soliciting must have adult coordination and supervision.
6. Secondary schools may not approach elementary school to solicit support for a fund raising project in which there is no sharing of financial return.
7. When selecting a fund raising activity the age of the students should be taken into consideration.
8. Fund raising activities should be planned around the voluntary participation of students, teachers and families.
9. In cases of individual family financial need sensitivity must be shown to avoid possible embarrassment of students, parents or guardians when funds are solicited.

Cross Refs:

Adopted: August 29, 1995
Reviewed:
Revised:

10. Funds are normally raised with a specific project in mind. Funds should be expended for the established purpose. School fund raising activities are not viewed as a means to build a large reserve of uncommitted school funds. Funds raised in excess of project needs should be directed towards other appropriate school purposes.
11. Planning for fund raising activities should also include:
 - if a product is involved its quality and type
 - a consideration of the costs and time involved versus the fund raising potential of the activity
 - avoiding the exploitation of students in advancing a particular commercial enterprise, exerting undue pressure to obtain student or family participation, or any direct monetary benefit to any employee or volunteer
 - minimize the use of class time
 - fitting the activity and supervision to the age and maturity level of the students
 - offering adequate orientation on the charity or activity
 - not over-extending students, staff or parents
 - determining the acceptability or desirability of competitions and sales incentives for the school and the activity.

From time to time the Superintendent may survey schools on fund raising activities.

HANDLING OF FUNDS:

1. Funds accumulated through fund raising shall be administered according to commonly accepted accounting practices. Periodic reports on the expenditure of funds raised shall be made to those involved.
2. All monies collected from school fund raising activities shall be deposited in a chartered bank or credit union in the name of the school. Withdrawals shall require the signatures of at least two approved individuals including the principal or designate.
3. Funds raised by the Parent Advisory Council (PAC) in joint ventures on behalf of and in the name of the school would require authorized PAC signatures and may include the signature of the principal or designate for the purposes of withdrawal of funds from a PAC account.

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**919.2
ADMINISTRATIVE REGULATION
Services for Handicapped Students**

INDEPENDENT SCHOOLS:

Independent schools may be provided with service for handicapped students on a fee for service for handicapped students on a fee for service basis if such services are available after the needs of School District No. 33 (Chilliwack) students have been met.

The Superintendent of Schools shall report any such arrangement to the Board of Education.

Cross Refs:

Adopted: January 27, 1982
Reviewed:
Revised:

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**920.1
ADMINISTRATIVE REGULATION
Smudging Ceremonies**

1. The amount of material used in a Smudging Ceremony varies. The smoke associated with this ceremony lasts for up to 12 hours.
2. Smudging on Chilliwack School District premises must have prior appropriate approval and be conducted in a controlled environment. Designated areas must be limited and only those areas identified by the principal, site administrators, or district personnel, as being appropriate for the ceremonies are to be used.
3. Locations that have been requested, and reviewed and approved by the principal, shall be inspected prior to the Smudging Ceremony by Facilities Management to insure proper ventilation, smoke alarms and fire extinguishers are available and in working condition. Ventilation will be shut down, smoke detectors covered and one person assigned to fire watch for the duration of the event.
4. In order to address any inquiries and to address concerns of those who may have allergies or other medical concerns, notification should be posted and an email sent to building occupants one week in advance of when smudging ceremonies are to occur, with contact information, time, and occasion.
5. A sign shall be placed on the door of the area being used for the Smudging Ceremony and will provide contact information. The sign shall remain posted until the smudge smoke has dissipated.
6. Monitoring of the impact of the Smudging Ceremony will take place the following day of the ceremony by the principal, and reported to the Superintendent or designate through the Smudging Ceremony Follow-Up Report Form.



Signature of Principal:

Administrative Regulation 920.1 – Smudging Ceremonies