Chilliwack School District

Administrative Procedure Manual

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.

Sections:

Section 200 – Partner & Community Relations

Section 300 – Students, Instruction & Programs

Section 400 – Health & Safety

Section 500 – Human Resources

Section 600 – Business & Support Services

Updated: September 26, 2025

SECTION 200: PARTNER & COMMUNITY RELATIONS

210 ADMINISTRATIVE PROCEDURE:	PARENTS' ADVISORY COUNCILS AND DISTRICT PARENTS' ADVISORY COUNCIL
211 ADMINISTRATIVE PROCEDURE:	INSURANCE EXTENSION FOR PARENTS' ADVISORY COUNCILS AND DISTRICT PARENTS' ADVISORY COUNCIL
255 ADMINISTRATIVE PROCEDURE:	PERSONAL INFORMATION MANAGEMENT PROGRAM
256 ADMINISTRATIVE PROCEDURE:	PRIVACY IMPACT STATEMENTS
257 ADMINISTRATIVE PROCEDURE:	CRITICAL INCIDENT AND PRIVACY BREACH
258 ADMINISTRATIVE PROCEDURE:	ACCESS TO RECORDS
260 ADMINISTRATIVE PROCEDURE:	ENVIRONMENTAL STEWARDSHIP
270 ADMINISTRATIVE PROCEDURE:	FLAG PROTOCOL

ADMINISTRATIVE PROCEDURE 210 PARENTS' ADVISORY COUNCILS AND DISTRICT PARENTS' ADVISORY COUNCIL

Purpose:

This Administrative Procedure ("Procedure") is to support and recognize Parent Advisory Councils ("PACs") as the unified voice of parents, guardians and caregivers within each school community.

As part of this commitment to parental involvement, the Board of Education (the "Board") also recognizes the Chilliwack District Parent Advisory Council ("DPAC"), which is composed of representatives from individual school PACs. In addition to providing education, support and advice to parents across the Chilliwack School District (the "District"), DPAC may advise the Board on matters concerning education within the District. To facilitate this, DPAC collaborates with community and provincial organizations and holds regular meetings with the Superintendent of Schools (the "Superintendent") or a designated representative.

Guiding Principles:

1. The District supports the establishment of a PAC in each school and a DPAC as per Section 8 of the School Act.
2. For the PAC to play a meaningful role, its organization, functions, and constitution and bylaws must be clearly defined.
3. Every principal in the District must be aware of the requirements of Section 8 of the School Act and District Procedures where consultation with PACs is required.
4. The District will provide support to the DPAC and PACs, which may include an annual financial grant as outlined in Policy 221 District Parent's Advisory Council, access to facility rentals for meetings and events (rental requests submitted through the Online Booking Portal), access to the Microsoft 365 Office Suite, and school communication on behalf of each PAC.

ADMINISTRATIVE PROCEDURE 211 INSURANCE EXTENSION FOR PARENTS' ADVISORY COUNCILS AND DISTRICT PARENTS' ADVISORY COUNCIL

Availability of liability insurance coverage:

1. The Chilliwack School District's (the "District") insurance coverage through the BC Schools Protection Program ("SPP") enables third-party legal liability insurance coverage to be extended to include Parents' Advisory Councils ("PAC"), the District Parents' Advisory Council ("DPAC") and their members
   a) where the PAC has been recognized by Policy 220 and
   b) while they are engaged in authorized activities in connection with the school or District

2. An authorized activity requires that a school administrator or teacher-in-charge oversees the event to ensure its compliance with District policies and procedures, which includes onsite supervision.

3. Other risks, including but not limited to property loss or damage, embezzlement of PAC funds or claims brought by a member of a PAC or DPAC against any other member, are not covered under SPP.

4. PACs and DPAC have the option to purchase additional liability insurance for their organization from a private insurance carrier and are responsible to insure their own property and securities.

Coordination of insurance with the Parents' Advisory Council and District Parents' Advisory Council:

1. Since insurance coverage is based on the activity being connected with the District, PACs and DPAC must solidify insurance coverage for an activity by obtaining District authorization.
   - PACs can obtain authorization through their school principal ("Principal")
   - DPAC can obtain authorization through the Secretary Treasurer's office
   - Authorization(s) may be in verbal or written form.

2. PACs and DPAC are directed to communicate to the Principal the details of the organization and operation of their activity by completing Form 211A – Activity Authorization for PACs and DPAC.

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 (SPP Incident Reports).

4. When an event is not authorized by the District, the event will not be supported by District resources or insurance; however, the PAC/DPAC may decide to rent the facility privately for non-authorized events and obtain their own insurance.

Coverage Summary

Covered	Not Covered
Legal liability insurance for PACs and DPAC when engaged in authorized activities connected to the school or District	Property loss or damage (e.g., equipment, funds, or other assets owned by PACs and DPAC)
Activities that have been authorized by the school principal (for PACs) or the Secretary Treasurer (for DPAC)	Embezzlement or theft of PAC/DPAC funds
Events that are properly authorized and aligned with District policies	Claims made by a PAC or DPAC member against another member (e.g., disputes, personal conflicts)
Tenants Legal Liability (“TLL”) coverage for damage to rented premises, provided the event is authorized by the District	Damage to rented premises without District authorization or resulting from private, non-school events
	Parent-sponsored events that are not authorized by the District (e.g., independent "grad" events organized by parents)
	Medical or disability benefits for PAC/DPAC volunteers injured while participating in activities; personal insurance is advised

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

FORM 211A – ACTIVITY AUTHORIZATION FOR PACS AND DPAC

(Not including Parents' Advisory Council Meetings)

Details

School Name:		Date(s) & Time(s)	
Activity Name:			

Names of Staff Involved:			
Number of Students Involved:		Number of Parents Involved:	
Parent Sponsor/Organizer:			

Activity Description

Please include details of all planned activities, including any third-party vendors or contracts.

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

Authorization

Please ensure that you have provided attachments or links with your submission including a tracked changes copy of the policy (if applicable).

Name of PAC/DPAC President/ Designate:			
Signature:		Date:	
Name of Principal (PAC) (Secretary-Treasurer for DPAC):			
Signature:		Date:	
Oversite Details: *(Please confirm arrangements for oversight during the activity, including naming the admin or teacher-in-charge on site, the setup and the takedown if applicable)*			

Acknowledgement of Responsibilities

As a representative of the PAC/DPAC, I acknowledge that:

This activity will be conducted in compliance with all District policies and risk management practices.

Any unauthorized activities or events are not covered under the District's insurance.

The PAC/DPAC is responsible for ensuring its own property and finances are insured against risks not covered by the Schools Protection Program.

Incident reporting procedures will be followed as required.

Signature of PAC/ DPAC President/ Designate:	
Name:	
Date:	

Note: Any contracts related to this activity (e.g., venue rentals, equipment leases) must be reviewed and signed by an authorized representative of the District. PAC/DPAC representatives are not permitted to enter into contracts on behalf of the District.

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 of 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.

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*.
- 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 Records

Please refer to Administrative Procedure 258: Access to Records.

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.

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 of 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:

- 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

- 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 258 ACCESS TO RECORDS

The *Freedom of Information and Protection of Privacy Act* (FIPPA) enables the public to request and obtain copies of records held by all provincial governmental public bodies, including the District, when those records are not routinely available.

Requests for Records

The District recognizes its obligations to respond to requests for access to records, including records containing personal information, openly and accurately by making every reasonable attempt to assist requestors with their requests.

A request for records is a written request that potentially could be released, in whole or in part, to anyone.

The Act requires the District to protect personal information of others, therefore the decision to grant complete or partial access to records or to refuse access will be made by the Privacy Officer guided by the relevant provisions of the Act.

If the Privacy Officer asks, the commissioner may authorize the public body to disregard requests under section 5 or 29 that (a) would unreasonably interfere with the operations of the public body because of the repetitious or systematic nature of the requests, or (b) are frivolous or vexatious. (Section 43 of the Act)

Records Available to the Public Without a Request are available at https://www.sd33.bc.ca/freedom-information-and-protection-privacy

Before Submitting a Request

- Review the Chilliwack School District's Privacy policies, administrative procedures and the *Freedom of Information and Protection of Privacy Act* (FIPPA) carefully.
- Ensure that you are seeking records, not information or answers to questions that can be readily obtained on the District website or from other sources aside from District.
- Do not ask questions or seek answers in an Access to Records request. You must request "records".

Submitting an Access to Records Request:

- Please use Form 258A Request for Access to Records. All formal Access to Records requests must be in writing.
- Describe the specific records that you are requesting clearly and concisely in as much detail as possible and limit your request to only the records you need to simplify the search and minimize potential fees.

- Do not ask questions or seek answers in an Access to Records request. You must request "records".
- Try to name the exact records you seek.
- Use specific dates and/or locations if applicable.
- Do not submit a request that is duplicate of a previous request as the previous request would have already been fulfilled and a response sent to you.
- Broad, complex requests, or requests for "all records" take longer to process and increase the likelihood of longer timelines of delivery and larger fees being charged to you.
- All formal requests must be submitted by in-person drop-off, mail, or email to:

  School District No.33
  Attn: Privacy Officer
  8430 Cessna Drive
  Chilliwack BC V2P 7K4
  email: privacy@sd33.bc.ca

Fees for Access to Records Requests

- A non-refundable application fee of $10 is required for all general Access to Records requests. Your request will not be processed until payment is received.
- There are no application fees for personal FIPPA requests or requests from Indigenous Governing Entities.
- Fee payments can be made by cash, cheque or credit card at the Chilliwack School District Office.
- Please note that additional processing fees may apply depending on the size and complexity of the request as permitted under Section 75 of the Act. If an additional fee will be charged, we will provide you with an estimate of the fees before responding to your request.
- The fees applicable to the processing of access to records 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

Once the Access to Records Request has been received, the Privacy Officer will:

1. Acknowledge receipt of the request.
2. Determine whether the records are routinely accessible.
3. Log the request, create a file and track records.
4. Determine whether additional service 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 records to conduct a search.
6. Determine whether information in the records falls under any exceptions in *FIPPA*.
7. Prepare the response letter and records for disclosure.

Complaints and Inquiries

Questions or complaints about the District's Privacy Policies and/or Procedures should be directed to the Privacy Officer at privacy@sd33.bc.ca. Response to all complaints will be in writing.

ACCESS TO RECORDS REQUESTS

INSTRUCTIONS

To make a request under the *Freedom of Information and Protection of Privacy Act* (the "Act", "FIPPA") for access to records within the custody or control of the Chilliwack School District, please complete the form on page 2 of this document and submit it to the Privacy Officer.

- Requests are ordinarily processed within 30 business days, but timelines may be extended in some circumstances as permitted by *FIPPA*.
- Persons requesting copies of their own personal information may be asked to provide proof of identity before records will be released.
- If you are making a request for personal information on behalf of another person, please enclose a written authorization from the individual whose information you are requesting.

FEES

- A non-refundable application fee of $10 is required for all general Access to Records requests. Your request will not be processed until payment is received.
- There are no application fees for personal FIPPA requests or requests from Indigenous Governing Entities.
- Fee payments can be made by cash, cheque or credit card at the Chilliwack School District Office.
- Please note that additional processing fees may apply depending on the size and complexity of the request as permitted under Section 75 of the Act. If an additional fee will be charged, we will provide you with an estimate of the fees before responding to your request.

CONTACT INFORMATION

- All formal requests must be submitted by in-person drop-off, mail, or email to:

  School District No.33
  Attn: Privacy Officer
  8430 Cessna Drive
  Chilliwack BC V2P 7K4
  email: privacy@sd33.bc.ca

REQUEST FOR ACCESS TO RECORDS

A non-refundable $10 application fee applies to all general Access to Record Requests. This fee does not apply to requests for one's own Personal Information.

Please email this completed form to privacy@sd33.bc.ca

Last Name:	First Name:		
Address:	City	Province	Postal Code
Contact Phone Number:	Email Address:		

DETAILS OF REQUESTED RECORDS

RECORDS REQUESTED: (Please describe the records you are requesting. Be as specific as possible, as this will assist the request process. Attach a separate sheet if the space below is not sufficient.)

Date Range (if applicable)

Are you requesting access to another person's personal information?

☐ Yes ☐ No

If yes, please attach, as appropriate:

a) That person's signed consent for disclosure, or
b) Proof of authority to act on that person's behalf

Preferred Method of Access to records: ☐ Digital Copy ☐ Photocopy ☐ Examine Original

Your signature:	Date signed (YYYY/MM/DD)

You may make a request for access to records without using this form by emailing 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.

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.

ADMINISTRATIVE PROCEDURE 270 FLAG PROTOCOL

The purpose of this Administrative Procedure is to ensure that the National flag of Canada, the Provincial flag of British Columbia, and Sovereign Nations flags are displayed, raised, lowered, stored, replaced, and disposed of in accordance with federal and provincial protocols and the requirements of the *School Act*.

The District will:

- follow the Federal guidelines for displaying the National flag of Canada as published by the Canadian Heritage Ministry of the Government of Canada.
- adopt the Provincial Guidelines of the Protocol and Events Branch of the Government of British Columbia for the lowering (half-masting) of flags.
- follow the Ministry of Education and Childcare, School Regulation 265/89.

PROCEDURES

Flying the Flag

"The manner in which flags may be displayed in Canada is not governed by any legislation but by established practice. The rules applied by the federal government are in no way mandatory for individuals or organizations; they may serve as guidelines for all persons who wish to display the Canadian Flag and other flags in Canada." From Protocol and Events Branch (Provincial).

Dignity of Flags

1. The National Flag of Canada is to be displayed only in a manner befitting this important national symbol; it is not to be subjected to indignity or displayed in a position inferior to other flags or ensigns. The National Flag of Canada always takes precedence over all other flags.
2. The National Flag of Canada is always to be flown on its own mast - flag protocol dictates that it is improper to fly two or more flags on the same mast (e.g. one beneath the other).
3. When the National Flag of Canada is raised or lowered, or when it is carried past in a parade or review, all present are to face the flag, all hats are to be removed, and all are to remain silent. Those in uniform are to salute.
4. The Provincial flag of British Columbia will either be flown on its own flagpole (for sites and schools that have two exterior flagpoles) or prominently displayed inside the school or site using one of the following methods:

    4.1. Attached to a flat wall with fasteners penetrating the hem area only.

    4.2. Hung from a beam in the gymnasium, or

    4.3. With the National flag of Canada, on upright or crossed flagpoles against a wall.

5. Sovereign Nations, including Indigenous Nations, as recognized by the Canadian Constitution, also have flags. To display sovereign nation flags, follow the federal and provincial guidelines for use:

    5.1. Flag displays in gymnasiums: The National flag of Canada is the furthest to the left, followed by Provincial flag of British Columbia, followed by other Sovereign Nation flags. Center flags so that all are in a position of honour, above the speaker.

    5.2. Sovereign Nation flags should not be placed in display cabinets or in classrooms, unless advised by Rightsholders for awareness purposes.

6. Community Organizations and Banners (Pride flags, Every Child Matters etc.).

    6.1. Community-based and awareness flags may be displayed broadly throughout classrooms and buildings, as determined appropriate by school staff.

Half-Masting of Flags

1. In accordance with Canadian flag etiquette, flags in the Chilliwack School District will be flown at half-mast on these occasions:

    1.1. As directed by the provincial Office of Protocol.

    1.2. As directed by the Ministry of Education.

    1.3. As directed by the superintendent.

    1.4. On System-Wide Half-Masting of Flags days (see 3.6.1)

2. With the approval of the superintendent or designate, flags at individual sites may be flown at half-mast upon the death of a member of the school community or other tragic event.

    2.1. Flags may also be half-masted at the request of the Prime Minister and/or Premier of British Columbia for certain significant tragic events (at International, National or Regional levels).

    2.2. On occasions requiring that the National flag of Canada be flown at half-mast, all flags flown together should also be flown at half-mast.

    2.3. Flags will be half-masted only on flagpoles fitted with halyards and pulleys such that school personnel may raise and lower the flag.

3. System-wide Half-Masting of Flags:

    3.1. The National Flag of Canada shall be flown at half-mast at all Chilliwack School District schools and sites on the following days:

    - **January 27** – International Holocaust Remembrance Day
    - **January 29** – National Day of Remembrance of Quebec Mosque Attack and Action against Islamophobia.

- **April 28** – Workers' Mourning Day
- **June 23** – National Day of Remembrance for Victims of Terrorism
- **Last Sunday in September** – Police and Peace Officers' National Memorial Day
- **September 30** – National Day for Truth and Reconciliation
- **November 11** – Remembrance Day
- **December 6** – National Day of Remembrance and Action on Violence Against Women

4. If the day to be observed falls when schools are not in session, flags should be lowered on the last school day preceding the date of observation and raised on the first day following the date of observation.
5. The School District Office will fly “special occasion” flags (such as the Pride Flag or the Poppy Flag) for brief periods (for example, during June Pride Month) on its third flagpole. Flags for consideration are based on “special occasions” embedded in the District Equity, Diversity and Inclusion (EDI) Calendar.

Method of Half-Masting

1. The flag is brought to the half-mast position by first raising it to the top of the mast then immediately lowering it slowly to the half-mast position.
2. The position of the flag when flying at half-mast will depend on the size of the flag and the length of the flagstaff. It must be lowered at least to a position recognizably "half-mast" to avoid the appearance of a flag, which has accidentally fallen away from the top of the mast owing to a loose flag rope. A satisfactory position for half-masting is to place the centre of the flag exactly halfway down the staff.

Disposal of Flags

When a flag becomes tattered and is no longer in a suitable condition for use, it should be respectfully disposed of, not discarded in the garbage. A work request is submitted to the Facilities Department to ensure proper disposal.

Obtaining Flags

A National flag of Canada and/or BC Provincial flag may be ordered by submitting a work request to the Facilities Department. The cost of a flag is paid from school funds.

SECTION 300: STUDENTS, INSTRUCTION & PROGRAMS

300 ADMINISTRATIVE PROCEDURE:	STUDENT SUBSTANCE USE
302 ADMINISTRATIVE PROCEDURE:	STUDENT BEHAVIOUR SUPPORT
305 ADMINISTRATIVE PROCEDURE:	STUDENT BEHAVIOUR – SEXUAL HARASSMENT AMONG STUDENTS
307 ADMINISTRATIVE PROCEDURE:	POLICE REQUESTS FOR STUDENT INTERVIEWS
308 ADMINISTRATIVE PROCEDURE:	STUDENT SEARCH AND SEIZURE
312 ADMINISTRATIVE PROCEDURE:	STUDENT RECORDS
315 ADMINISTRATIVE PROCEDURE:	DISTRICT / AUTHORITY SCHOLARSHIPS
317 ADMINISTRATIVE PROCEDURE:	INTERNATIONAL STUDENT PROGRAM: FEE PAYING STUDENTS
318 ADMINISTRATIVE PROCEDURE:	STUDENT CELL PHONE AND DIGITAL DEVICE USE
319 ADMINISTRATIVE PROCEDURE:	STUDENT ATTENDANCE
321 ADMINISTRATIVE PROCEDURE:	STUDENT CODE OF CONDUCT
325 ADMINISTRATIVE PROCEDURE:	DISTRIBUTION OF INFORMATION OR MATERIALS
330 ADMINISTRATIVE PROCEDURE:	SUPPORT FOR STUDENT EDUCATION PROGRAMS BY OUTSIDE AGENCIES AND CERTIFIED PROFESSIONALS
335 ADMINISTRATIVE PROCEDURE:	RESIDENCY AND STUDENT ELIGIBILITY
337 ADMINISTRATIVE PROCEDURE:	SCHOOL ADMISSION AND CHOICE
338 ADMINISTRATIVE PROCEDURE:	SPECIALTY ACADEMIES AND PROGRAMS
340 ADMINISTRATIVE PROCEDURE:	SCHOOL FEES
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
355 ADMINISTRATIVE PROCEDURE:	SAFE SCHOOLS
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 ON SCHOOL DISTRICT PROPERTY
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
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

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).

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 Kwíyeqel 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

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 305 STUDENT BEHAVIOUR – SEXUAL HARASSMENT AMONG STUDENTS

Sexual harassment can be a type of discrimination based on sex, sexual orientation, gender identity or expression. When a student is sexually harassed in school, it can undermine their sense of personal dignity and safety, disrupt their education, and interfere with their ability to reach their full potential in life.

Under the British Columbia *Human Rights Code*, sexual harassment is a form of sex discrimination. It is sexual harassment if someone repeatedly says or does things to you that are insulting and offensive. It can be words or actions that are sex or gender related.

Some examples of sexual harassment are:

- unwanted touching.
- making offensive jokes or remarks.
- making sexual requests or suggestions.
- staring at or making unwelcome comments about someone's body.
- showing sexual pictures or images.
- being verbally abusive to someone because of gender.

PROCEDURE FOR STUDENTS:

If a student believes they are being sexually harassed, the following procedure is encouraged:

1. Sometimes a person does not realize that a particular habit, action, reaction or attitude is unwelcome. Therefore, it is strongly recommended that the complainant communicate to the individual that their behaviour is unwelcome and ask them to stop (verbally and/or in writing). Before proceeding with a formal complaint, students who believe they are being harassed or who may not know or are 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 to file a complaint, but a record can strengthen your case and help you remember details over time.
3. File a complaint. If, after asking the harasser to stop the behaviour, the harassment continues, report the incident to one of the following individuals:
    a) principal or vice principal.
    b) teacher or guidance counselor.

c) Superintendent or Assistant Superintendent (604-792-1321).

d) a parent, friend or relative who can help you talk to one of the parties listed above.

e) **Erase** (BC Safe Schools Report Line) https://erasereportit.gov.bc.ca/add/report-it

You also have the right to contact the RCMP or file a complaint under the BC Human Rights Code.

Time Limits:

Complaints can normally be filed for sexual harassment that has taken place within the previous 12 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)/guardian(s)/caregiver(s) at all phases of the investigation.
3. If the investigation reveals evidence to support the complaint of sexual harassment, both the parents/guardians/caregivers of the victim and alleged harasser must be informed, in writing, of the allegation and of the findings. The harasser will be subject to appropriate consequences that may include:
    - training, counselling, suspension and/or transfer, and the incident will be documented.
    - No documentation or reference to the complainant 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.
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 including harassment of the individual(s) who have made a complaint or provided evidence.

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 or parent/guardian of the student has a right to appeal decisions made by District staff as per Policy 390: Resolving Concerns.

Responsibility of Employees:

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 or downplayed.

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

ADMINISTRATIVE PROCEDURE 307 POLICE REQUESTS FOR STUDENT INTERVIEWS

The District seeks to cooperate with police, while not compromising the legal rights of the students in its care. In most circumstances, students on School District premises or at school sponsored events cannot be formally interviewed by police officers as part of a formal investigation process.

The District recognizes there may be emergent situations that might require different approaches when police would like to interview a student. It is for this reason that all police contact with students on School District premises or at school sponsored events shall occur with the knowledge and consent of the administrator and with prior notice (except in a crisis situation).

Procedure

Requests by police to interview students on district premises or at a school sponsored event are subject to the following:

1. Students are not to be interviewed, except in the following circumstances:

1.1. In cases where child abuse is suspected, the police and/or social worker may interview the student under the legislative regulation for the protection of children:

> "Police officers and child welfare workers have complementary roles in responding to reports of suspected child abuse or neglect. Police have authority under the Criminal Code of Canada and the Child, Family and Community Service Act to respond:
>
> - when a child or youth is in immediate danger; and
> - when a criminal offence against a child or youth is suspected.
>
> When an officer has reasonable grounds to believe that a child's or youth's safety or well-being is in immediate danger, the officer has authority to take charge of the child or youth and notify a child welfare worker as soon as possible.
>
> Where a criminal offence against a child or youth is suspected, police may investigate, working in collaboration with child welfare workers.
> (See BC Handbook for Action on Child Abuse and Neglect, page 12)

1.2. In an emergent situation where there is no question of compromising the student's legal rights and where immediate information is necessary for quick action:

1.2.1. When police officials request an interview with a student on school or District premises in accordance with Section 1.2, a Principal or designate must ensure that the student's parent(s)/guardian(s)/childcare authorities are contacted immediately.

1.2.2. If parent(s)/guardian(s)/childcare authorities cannot be reached or are unable to attend the interview, the Principal shall request the police officer to delay the interview until such time as the parent(s)/guardian(s)/childcare authorities can be contacted or be present.

1.2.3. If this request is refused, then the Principal or designate shall act "in loco parentis". The Principal or designate must sit in on the interview and shall summarize the meeting in writing and provide the written report to the parent(s)/guardian(s)/childcare authorities, a copy to the Superintendent and retain a copy at the school in a file for that purpose, with notes subject to the terms of the *Freedom of Information and Protection of Privacy Act*.

2. A student is not to be released to the custody of other legal authorities in the absence of clear legal authority to do so.

2.1. Any such release shall be in accordance with the District's duty of care for students and any formal regulations governing such release, including notification of parents/guardians/childcare authorities.

2.2. In the case of students of Indigenous ancestry, processes delineated in Local Education Agreements shall be followed.

In situations where police wish to have contact with a student at school:

1. The Principal shall request that the police complete interviews, conduct searches and effect arrests at another location away from school, if possible.
2. The school shall make every attempt to notify the parent(s)/guardian(s)/childcare authorities and confirm whether they wish to attend. The administrator shall document the attempt to make contact.
3. The Principal shall determine from the police officer what the nature of the contact will be, and support the student as required.

ADMINISTRATIVE PROCEDURE 308 STUDENT SEARCH AND SEIZURE

The District is committed to providing a safe and caring school environment that is conducive to effective learning and to providing for the safety and security of its students. Searches by school authorities as a means to achieve this objective are authorized for the purposes of eliminating the possession of controlled substances, stolen property and any object or material that may pose a risk or hazard to students or staff within a school or on property owned or leased by the District.

The BC School Regulation, section 5 (7) provides the Principal or designate the authority for search and seizure where there are reasonable grounds to be suspicious. Best search and seizure practices are referenced in Maintaining School Safety: A guide for School and Policy Personnel in BC 2019.

Procedure

1. School lockers and any school furniture or fixtures capable of being used for storage will be available to students on the condition that the Principal reserves the right to search at any time without notice.
2. The Principal will communicate on an annual basis that searches may occur without notice under the direction of the Principal.
    2.1. If the Principal plans to implement school-wide locker searches, this is to also be clearly stated.
    2.2. It must be clarified that all the student acquires is the right to use the locker and the school lock, both of which remain the property of the District.
3. Students shall be advised at the time they are assigned a locker of the following rules and conditions of use under which the locker is assigned:
    3.1. Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
    3.2. Only school locks may be used on student lockers and the combination of the lock must be registered at the office.
    3.3. No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
    3.4. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school procedures and rules.
    3.5. Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.

4. The principal shall assess any information provided and relate it to the situation in their school to determine if reasonable grounds are present to justify a search. The following may constitute reasonable grounds in this context:

    4.1. Information received from a teacher or other staff member.

    4.2. Information received from one (1) or more students considered to be credible.

    4.3. Information received from a member of the public considered to be credible.

    4.4. Information from the principal's own observations.

5. During any search, the principal and at least one (1) other adult shall be present and ensure that any potential gender concerns are addressed. When practicable to do so, the principal shall have the student present when their personal items such as a backpack, a locker, desk or other assigned storage facility or fixture is searched.

6. When the search reveals evidence of suspected illegal activity, the principal shall immediately secure the locker or other storage facility or fixture by any means considered advisable, including the use of a different lock, and may contact the local police. In such instances, the principal shall also inform the respective Assistant Superintendent.

7. The principal shall record, in writing, the reasons for conducting the search, the result of the search and any action taken as a result. The identity of any informant(s) shall be kept confidential.

8. When there are reasonable grounds to believe that school procedures or rules, administrative procedures or District policies have been violated, the principal may direct a student to take cations to satisfy that they are not carrying, concealing or in the possession of prohibited materials. School personnel may not conduct a physical search of a student.

    8.1. The principal will take the student to a private area to conduct a search of articles carried with, by, or on the student's person.

    8.2. The principal shall ensure that at least two (2) adults are present during the search and shall ensure that gender concerns are addressed.

    8.3. The principal may direct a student to empty their pockets or otherwise satisfy that clothing or other items in the student's possession does not contain or conceal prohibited materials.

    8.4. In the event that a physical search of the student's person is deemed necessary, the police shall be contacted and the parents shall be notified prior to the search.

    8.5. In the event that the student refuses to cooperate with the search and/or leaves the designated private area or school without permission to do so, the police shall be contacted and the parents shall be notified. The principal shall interpret this action on the part of the student to be willful disobedience and may suspend the student.

    8.6. When the search reveals evidence of suspected illegal activity, the principal shall require the student to remain, under supervision, in a private area and, when appropriate, contact the police.

8.7. The principal shall record, in writing, the reasons for conducting the search, the result of the search and any action taken as a result. The identity of any informant(s) shall be kept confidential.

8.8. The principal shall, when appropriate, inform and/or consult with the respective Assistant Superintendent regarding searches conducted under section 8.

9. The principal shall ensure that students and parents are aware of, at minimum, the following:

9.1. Clear statements that lockers, desks, school furniture or fixtures capable of being used for storage are the property of the District.

9.2. A clear statement that District property is subject to inspection or search at any time.

9.3. The requirement that one (1) administrator and at least one (1) other adult are present for any search and shall ensure that gender concerns are addressed.

9.4. The consequences of not cooperating with a search.

9.5. No searches of the student's person by school personnel is permitted.

9.6. The situations that may require police involvement.

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).

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.

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.

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

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

ADMINISTRATIVE PROCEDURE 315 DISTRICT / AUTHORITY SCHOLARSHIPS

The District Financial Awards Committee, comprised of one trustee, one district office administrator, and representatives from Chilliwack Secondary, G.W. Graham Secondary, Imagine High IAT Secondary, Kwiyeqel Secondary and Sardis Secondary, sets the application procedure and selection processes for the District / Authority Awards. All candidates must meet the basic eligibility requirements as outlined by the BC Ministry of Education and Childcare.

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.

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, Media Arts, Tourism
Physical Activity (and Health)	Athletics, Dance, Gymnastics (not limited to Physical Education Curriculum)
Languages	External Assessments or Languages Curriculum, including AP and IB courses
Community Service (Volunteer Activity)	Includes awareness of local, global and cultural issues
Technical and Trades Training	Coding, Culinary Arts, Mechanics, Robotics, Woodwork

Selection of Conditional Recipients

1. School based scholarship/bursary committees will receive student applications and make selections based on evidence of achievement in one or more of the defined areas above. The school based committee will endeavor to distribute the awards equitably across the defined areas.
2. Names of the candidates shall be forwarded to the District Financial Awards Committee for submission to the Ministry of Education and Childcare by June 30 of the graduating year.

ADMINISTRATIVE PROCEDURE 317 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 residency at the time of application for admission is outside Canada, and who requires authorization from the federal government to enter the country for the specific purpose of attending school in Canada. 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 set forth by Immigration, Refugees and Citizenship Canada to acquire the necessary authorization for entry into Canada for the specific purpose of attending school.
3. Students enrolled in the International Student Program must abide by the provisions agreed upon in the International Student Program Homestay and Participation Agreements.
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 provided for the term of a student's enrolment in the program. Requests for extension may be granted upon review by the Administrator of the International Student Program.

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.

ADMINISTRATIVE PROCEDURE 318: STUDENT CELL PHONE AND DIGITAL DEVICE USE

The Chilliwack School District (the "District") is dedicated to fostering a positive and productive learning environment, prioritizing academic achievement and appropriate socialization. The use of cell phones and personal digital devices is a privilege that comes with the responsibility of maintaining this environment. Our classroom and school-wide expectations are designed, in alignment with Ministerial Order 276/07, to uphold this commitment with the recognition that the student use guidelines align with students' developmental stage and age:

All Students:

- To contact a student during instructional time, call the school office's number.
- Students who have accessibility or accommodation needs, where a personal digital device is needed to ensure equity of learning, will have access.
- Students with medical or health-related reasons who require a personal digital device will also have access.
- For privacy considerations, unauthorized taking of pictures, videos, or recordings at school or during school activities (including riding the school bus) is strictly prohibited as per Administrative Procedure 481: Audio / Video Recordings, Photography and Live Streaming.
- Headphones or earbuds must not be worn or visible during instructional time, including assemblies, unless the teacher has allowed them.

Elementary/Middle Students:

- During break and lunch periods, students are encouraged to be active and socialize with friends. Students are not permitted to use their cell phones and other devices during this time.
- Students are to store their devices in a designated area identified by staff.
- Your child's teacher may permit cell phones or personal digital devices in class for educational reasons.

Secondary Students:

- During break and lunch periods, students are encouraged to be active and socialize with friends. They are also encouraged to put their cell phones and other devices away.
- During instructional times, students will silence their devices and store them in their bag, locker or a designated space provided by staff.
- Your child's teachers will decide if students can use their cell phones or digital devices during class time for educational purposes.

Unauthorized use of electronic devices is not tolerated. If a student is found using a device without permission, it will be confiscated and returned at the end of the class or day as determined by school staff.

For repeated offences, the device(s) will be given to the office who may return the device(s) to the student and/or contact the parents if the issue persists. Students may then be asked to turn their cell phone in the office each morning and pick it up at the end of the day or to leave it at home.

ADMINISTRATIVE PROCEDURE 319 STUDENT ATTENDANCE

The collection of student attendance records supports student learning and student safety. Section 3 (d) and (e) of the Ministry of Education Student Progress Report Order requires that the number of days a student is absent and the number of days a student is late, are to be communicated on all student Learning Updates and the Summary of Learning.

The Chilliwack School District (the "District") supports and encourages regular and prompt attendance, supports timely communication with parents/guardians about student attendance, and ensures that accurate records of student attendance are kept. The school will also make this information available online.

Elementary/Middle:
Will take daily AM/PM attendance and record in the Student Information System (ie. MyEd) within 30 minutes of the start of the day and after lunch.

Secondary:
Will take daily block attendance and record into the Student Information System by the end of every block.

UNEXCUSED ABSENCES

Elementary/Middle

If an elementary/middle school student is absent with an unexcused absence at any time in the school day, the student's parents/guardians will be notified immediately. First through the online School Messager System and a follow-up phone call if there is no parent response.

If an elementary/middle student has five (5) or more unexcused absences in a single month, the teacher will have a documented Attendance Conversation with the parent/guardian and student.

Secondary

If a student in secondary school is absent with an unexcused absence at any time of the school day, the school shall notify the student's parents/guardians at the end of the school day using the automated School Messenger System.

If a secondary student has missed five (5) or more blocks of a single course in a single month, the teacher will have a documented Attendance Conversation with the parent/guardian and student.

Attendance Conversations

The purpose of the conversation is to identify the barriers to the student's regular attendance and the supports and resources that may be available to help the student regularly attend

school. Communication with families regarding attendance must be documented in the Student Information System (currently MyEd Journals) in alignment with Administrative Procedure 312 Student Records.

If the student's attendance pattern continues, the student will be referred to the School Based Team.

LATENESS

Students are expected to be in class on time. The teacher shall counsel with those students who are developing a pattern of being late. The teacher shall contact home and, if the pattern continues, refer the student to the School Based Team. Communication with families regarding attendance must be documented in the Student Information System (currently MyEd Journals).

EXCUSED ABSENCES

Regular school attendance is the goal for all students in the district. However, students at times may be absent from class for valid reasons. The following principles shall govern the development and administration of attendance procedures within the district.

1. The Principal or designate has the authority to determine if an absence meets the criteria to be deemed an excused absence. The following represent examples of excused absences:
    - Participation in a district or school approved activity or instructional program.
    - Illness, health condition or medical appointment for the student or a person for whom the student is legally responsible.
    - Family emergency including, but not limited to, a death or illness in the family.
    - Religious or cultural purposes including observance of religious or cultural holiday or participation in religious or cultural instruction.
    - Court, judicial proceeding, or serving on a jury.
    - Post-secondary, technical school or apprenticeship program visitation, or scholarship interview.
    - Principal and parent/guardian/emancipated youth mutually agreed upon activity.

ADMINISTRATIVE PROCEDURE 321 STUDENT CODE OF CONDUCT

The Chilliwack School District ("the District") is responsible for providing safe, respectful, and inclusive learning and working environments for all members of its school communities.

To maintain environments conducive to learning, the District expects that student behaviours will comply with these student conduct expectations.

The District further requires that Principals develop a school Code of Conduct that aligns with Policy 310: Student Expectations, Rights and Responsibilities and this procedure in collaboration with the school community. The school Code of Conduct will include the following statement: "The District assumes no responsibility for the loss, destruction, or theft of any personal items brought to school, stored by the school or to any school related activity by a student (bikes, technology devices, musical instruments, etc)."

GUIDELINES

Scope

The District Code of Conduct applies to students of the District engaged in, present at, or attending:

a) School or any activity on school premises, whether during a regular school day, outside the regular school day, or on a day that is not a school day.

b) Travel on a school bus or other transportation contracted or arranged by the District or school.

c) Any activity sponsored by, organized by or participated in by the school regardless of the time or place.

d) Any activity in and around the school premises occurring during the school day that involves the property of neighbouring residents.

e) Any activity which may impact the maintenance of order and discipline at a school.

The school Principal has a responsibility and authority to respond to student misconduct outside the school day, including school-related or sponsored activities (e.g., cyberbullying in the evening), where the Principal determines that the conduct may negatively impact the school environment. The District and school will cooperate with outside agencies in cases where students violate the law.

Conduct Expectations

The District expects students to conduct themselves in the following manner:

a. Demonstrate respect for all people, both on and off school property in compliance with the BC Human Rights Code.

b. Demonstrate respect for diversity, including, but not limited to, race, ethnicity, gender, age, ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, and socioeconomic background.

c. Maintain courteous and respectful relationships with fellow students, teachers, support staff, and others involved in the school system.

d. Take care of school, public and personal property.

e. Adhere to all classroom, school and District rules and policies and comply with Fraser Health and any other provincial government directives.

f. Comply with the reasonable directives of a teacher or other employee of the District.

g. Maintain appropriate standards of dress as per Policy 311 Student Dress Guidelines..

h. Attend school daily and on time as per Administrative Procedure 319: Student Attendance.

i. Work diligently and respectfully.

j. Obtain authorization through the school office (Principal) to visit a school where they are not registered.

The District regards the following as examples of serious misconduct that are unacceptable in and around the District:

a. Bullying as defined by ERASE (including cyberbullying, inappropriate and irresponsible text messaging and internet communications). Appropriate, responsible behaviour concerning all technology use is expected.

b. Verbal or physical harassment, disrespect, intimidation, or threats.

c. Physical or emotional violence.

d. Discrimination contrary to the BC Human Rights Code.

e. The possession, use and trafficking of illegal or restricted drugs, alcohol, cannabis, and other harmful or age-restricted substances.

f. The possession and use of weapons.

g. The possession and use of fireworks or incendiary devices.

h. The possession and use of harmful or toxic substances.

i. Retaliating against a person who has reported incidents of unacceptable behaviour described above.

j. Destruction of property and vandalism.

Consequences for Unacceptable Conduct

Where appropriate, consequences for unacceptable conduct should be preventative and restorative, providing students with opportunities for growth and reflection. Student suspension and exclusion from school may be necessary when efforts fail to result in a student complying with expected conduct standards or when significant Code of Conduct violations occur.

Each instance of student misconduct must be dealt with individually, considering the student's circumstances.

Each case of student misconduct shall be dealt with as expeditiously as possible.

Students who contravene the District or School Code of Conduct will be addressed and may be subject to discipline reflective of the age, maturity, and developmental level of the student and the severity and frequency of the unacceptable conduct:

a. Disciplinary consequences should be progressive.
b. As students become older, behaviour expectations change, and consequences of unacceptable behaviour should reflect this.
c. Discipline will be fair, consistent, meaningful, and supportive, providing opportunities for student restitution, responsibility, and self-discipline.

The District recognizes that, from time to time, it may be necessary to suspend students from educational programs. To address student behaviour, a variety of approaches and strategies will be used, and suspensions will be issued for serious and/or repeated student conduct violations. For all students, the school administrator will ensure that:

a. All contributing factors have been considered.
b. Appropriate interventions are applied before discipline is considered.
c. The grounds for suspension are clear and appropriate.
d. Parents/Guardians are notified of the student suspension and the suspension is documented in the Student Information System (in the conduct tab in MyEd) in alignment with Administrative Procedure 312: Student Records.
e. Meaningful education programs or interventions are offered during any period of suspension.
f. Planning is undertaken for successful re-entry of the student if suspension is imposed.
g. Parents/guardians and students are informed that they are liable for all costs associated with property damage as per School Act Division 3, Section 10.

In situations where a diverse learner may be unable to comply with a code of conduct due to a disability of an intellectual, physical, sensory, emotional, or behavioural nature, special considerations may apply.

There may also be circumstances where students are denied access to school property as per Administrative Procedure 480: Trespassing & Maintenance of Order.

School Code of Conduct

Each school shall establish a written School Code of Conduct to govern student behaviour and discipline, reflecting the District Code of Conduct. Annually (by October 31st), Principals will ensure these codes are:

a. Reflective of the standards outlined in the Ministry's Safe, Caring, and Orderly Schools Guide, 2008.
b. Developed collaboratively with school communities.
c. Made available to the public and posted on school websites annually.
d. Communicated to students, parents/guardians, and employees of the District at the beginning of each school year and upon any changes.
e. Communicated to students who enroll in the school during the school year.
f. Reviewed annually with staff, students, and parents/guardians.
g. Actively incorporated in the classroom and school experience.

APPEALS REGARDING DISCIPLINARY ACTION:

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.

ADMINISTRATIVE PROCEDURE 325 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 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 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 their discretion, may direct the principal to obtain signed parent/guardian/caregiver 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/caregiver 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/guardian/caregiver, a student will receive the information or materials.

ADMINISTRATIVE PROCEDURE 330 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/caregivers 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/caregiver 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/caregiver. Where a child protection issue involving neglect or abuse is involved, parent/guardian/caregiver permission may not be required.
2. The focus of the observation is to observe the student's reaction to the activities in the classroom or school.
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/caregiver 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 is made in consultation with the teacher, district personnel, the School Based Team and the parent/guardian/caregiver.

ADMINISTRATIVE PROCEDURE 335 RESIDENCY AND STUDENT ELIGIBILITY

Purpose

This Administrative Procedure ("Procedure") explains the requirements and process for determining student residency status and eligibility in the Chilliwack School District (the "District"). It provides clear guidelines for registration and documentation. These guidelines help ensure compliance with provincial regulations and support a consistent and fair approach to student enrolment.

Definitions and Required Documentation

Guardianship

Definition

A guardian must have legal guardianship of the student through a British Columbia ("BC") court order under the Family Relations Act. Unless a BC court orders otherwise, only a child's parents are recognized as the legal guardians.

Required Documentation

Please provide one or more of the following, as applicable:

- 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 BC, please provide an original and complete document from the issuing jurisdiction. This will be reviewed by the school administration
- A BC resident whose child is living away from the legal parent/guardian will be required to supply a notarized temporary guardship form (i.e.: hockey player at a billet's home)

Important

- Guardian and custody agreements are not legally related to custodianship
- The District reserves the right to request additional documents if required

Ordinarily Resident

Definition

Under the School Act, a student is considered an Ordinarily Resident in British Columbia when the student and their parent/guardian live in BC as their normal place of residence.

For residency purposes, a Principal Residence is the usual place where an individual lives, makes their home, conducts their daily affairs, receives mail and resides for more than 50 percent of the calendar year.

Required Documentation

1. **Student Age and Identity – Please provide one of the following:**
   (NOTE: BC Health Cards are NOT considered identification for verification purposes)
   - Canadian Birth Certificate
   - Canadian Citizenship Card or Certificate (both pages)
   - Nexus Card or Passport
   - Permanent Residence Card
   - Indigenous Status First Nation Card

2. **Parent or Legal Guardian Proof of Status in Canada – Please provide one of the following:**
   - Canadian Birth Certificate, Canadian Passport, or Canadian Nexus Card
   - Canadian Citizenship Card or Certificate
   - Permanent Residence Card
   - Indigenous Status First Nation Card

3. **Proof of Chilliwack Residency:**

Please provide one of the following primary documents from the custodial parent or legal guardian:	**AND one additional secondary document – examples include:**
• Property Purchase Agreement, if recent purchase, with subjects removed (financial portions of the documents can be redacted) • Completed Residential Tenancy Agreement **from a Property Management Company** • Notarized Confirmation of Residence, **completed by Homeowner/Landlord** • Notarized Affidavit of Identity • A current residential utility bill addressed to one of the parent/guardians (Municipal utility statement, BC Hydro Bill, Fortis BC Bill, Cable TV or Internet Provider – NOT a cell bill) • Property Tax Notice / Assessment	• Driver's License or BCID (with photo) • Canadian Bank Account, Loan or Credit Card Statement • Insurance Statement or Policy, Vehicle Registration • Recent Paystub or Letter from Employer • Income Tax Statement or Correspondence from a Government Agency

- **Please note:** We reserve the right to request additional documents if required

Temporary Resident – Work Permit

Definition
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 one year and be able to provide the Required Documentation.

Required Documentation
- Work Permit and a current Letter of Employment
- The authorized work must be a salaried/paid position of at least the current BC minimum wage and a minimum of 20 hours per week
- Student's Birth Certificate
- Copies of passports (parents and student)
- Proof of residency of the parent(s)/guardian(s) for students under 19 years of age

Important
- All documentation will be reviewed annually, at minimum, to ensure continued compliance

Temporary Resident – Study Permit

Definition
In order to study in Canada, a Canadian Study Permit must be obtained. In order for a student to be fundable, the parent with Study Permit must meet the following requirements and provide the Required Documentation.

Program Qualifications
- Diploma Program:
  - The program must be a minimum of two years and be taken through a public institution
  - Private institutions do not qualify unless accredited
- Master's Program
  - The program must be a minimum of two years and be taken through a public institution or Trinity Western University (accredited)
  - Private institutions do not qualify unless accredited.
- Degree Program
  - If through a public institution, the program must be a minimum of two years
  - If through a private institution, the program must be a minimum of four years
- Certificate Program
  - Does not qualify

Required Documentation
- Parent/Guardian Study Permit
- Current confirmation of Parent/Guardian program enrollment

- Student's Birth Certificate
- Copies of passports of parent(s)/guardian(s) and student
- Proof of residency of the parent(s)/guardian(s) for students under 19 years of age

Important
- All documentation will be reviewed annually, at minimum, to ensure continued compliance

International Student

Please refer to:
- Policy 322: International Student Program
- Administrative Procedure 317: International Student Program: Fee Paying Students

Refugee

Definition
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
- Student's Birth Certificate
- Copies of Passports (parent(s)/guardian(s) and student)
- Proof of residency of the parent(s)/guardian(s) 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

Definition
A student who is in the custody of the Ministry of Children and Family Development ("MCFD") or Fraser Valley Aboriginal Children and Family Services Society ("Xyolhemeylh").

Required Documentation
- Canadian Passport or Canadian Birth Certificate.
- Letter from MCFD or Xyolhemeylh.
- Proof of address for the caregiver/foster parent(s).

Student Exchange

Definition
An exchange student is a school aged, non-graduated student involved in a reciprocal and equal educational exchange. The exchange must be on a one-for-one basis within the same school district, and for an equivalent duration during the funded school year.

Required Documentation
- Student's passport
- Proof of address for student's first homestay family
- Notarized Custodianship Declaration – Custodian for Minors Studying in Canada (IMM 5646)
- Student's Study Permit

Approval
- Student exchange program proposals must be sent to the Superintendent or designate for approval.
- Approval must be received before any commitments are made to parents, students or outside organizations.

Important
- 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.

Registration Process

Determining if a Student is Fundable

- Status for a child registering in the District is based on the **Parent/Guardian Status.**

A child is fundable when:
- One parent/guardian is a Canadian Citizen
- One or both parent(s)/guardian(s) are Permanent Residents
- One or both parent(s)/guardian(s) are Temporary Residents with a valid Work Permit or Study Permit
- One parent/guardian is a Refugee Claimant
- One parent/guardian is here on Religious Duty

A child is not fundable when:
- No parent/guardian is a Permanent Resident, Canadian Citizen, or does not hold a valid work or study permit
- The parent(s)/guardian(s) are not ordinarily resident in British Columbia
- The parent/guardian's work permit is not valid for at least one year
- The parent/guardian's study permit does not meet the criteria

- When legal guardianship documentation is not provided

Enrolment Procedure

Parents/Guardians will register their student(s) on the District website:
https://www.sd33.bc.ca/registration

ADMINISTRATIVE PROCEDURE 337 SCHOOL ADMISSION AND CHOICE

Purpose

This Procedure outlines the process for student admission and school choice in the Chilliwack School District ("the District"). It aims to ensure fair, efficient, and transparent procedures while supporting student and parent/guardian preferences, subject to space and resource availability.

This Procedure is intended to simplify the school admission and choice process while ensuring fair access to educational programs in the District.

Admission Process Overview

The District will provide an educational program for every school-age student who is ordinarily resident in British Columbia, as defined in the Ministry of Education and Child Care's eligibility requirements.

Key Principles:

- **Access to Neighbourhood Schools:** Students will have priority access to attend the school designated for their catchment area
- **School Placement Flexibility:** Families can request admission to schools outside their catchment area based on educational needs or preferences, subject to availability
- **Certainty and Continuity:** The District supports stability in student placement, striving to enroll siblings in the same school wherever possible
- **Efficient Resource Allocation:** Admissions will be planned to optimize space and resource use across the District

Application and Enrollment

- October 1st - Registration opens for the following school year
- Families can submit school applications at any time, but early registration is always better
- Please register online at https://www.sd33.bc.ca/registration
- Placement is determined based on the student's current Principal Residence. A Principal Residence is the usual place where an individual lives, makes their home, conducts their daily affairs, receives mail and resides for more than 50 percent of the calendar year

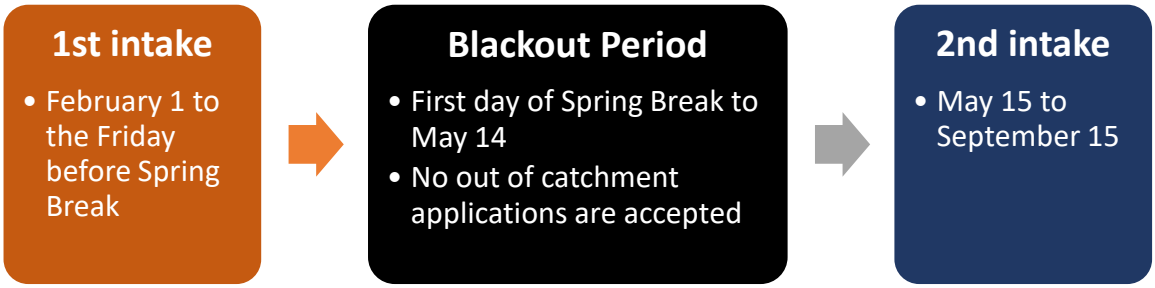
General Admission:

1. **Catchment Area Students:**
   Students who live within a school's catchment area are given priority for enrollment. The District requires proof of residency at the time of registration. Please refer to the E-Registration Frequently Asked Questions for more information about Proof of Residency.
2. **Out of Catchment Students:**
   Families may apply to schools outside their catchment area. Students applying from

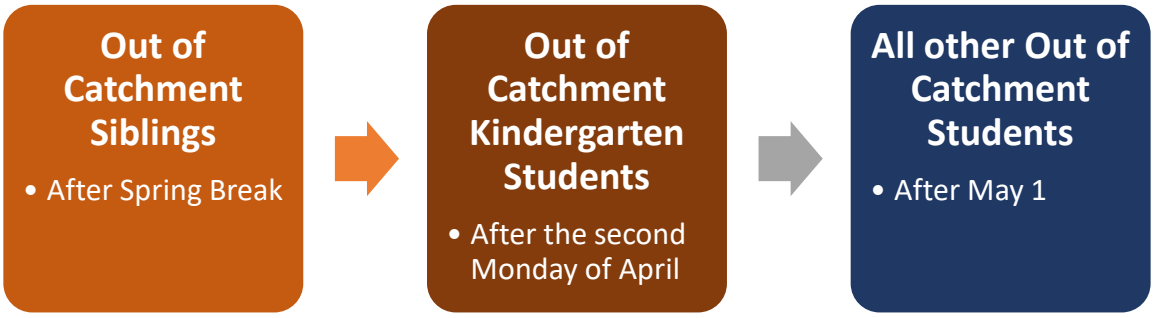
outside the catchment will be placed on a waitlist in the order their applications are received (Date and time).

Applications from out of catchment students will only be considered after all in-catchment students have been placed, and only if space is available. The timelines are as follows:

Secondary Schools



Elementary and Middle Schools



3. **Non-School District Students:**
Students outside the District may apply and will be considered for placement after catchment and non-catchment (in-district) area students.

4. **Feeder School Transition:**
Students will not be automatically pre-transitioned to their receiving school (Families of Schools). Placement is determined based on the student's current Principal Residence regardless of their sibling's current school (if applicable). A Principal Residence is the usual place where an individual lives, makes their home, conducts their daily affairs, receives mail and resides for more than 50 percent of the calendar year.

   - If a student has moved out of their current school catchment or has been accepted into their current school as an out-of-catchment student, they may remain at that school of record as long as space is available or until pre-transitioned into a middle or secondary school.
   - Students will be pre-transitioned to their physical catchment middle or secondary school based on current Primary Residence. If a student wishes to attend a middle or secondary school outside of their catchment area, they will be required to

complete an online registration form. Out of district students currently registered in our schools will be pre-transitioned based on available space.

- One Campus Students or students new to the program will need to reapply annually. Refer to Administrative Procedure 338 – Specialty Academies and Programs.
- **Priority for Enrollment:** If space and resources are limited, students will be admitted according to the following priorities:
    1. **Continuing In Catchment Students** – Students currently enrolled in the school
    2. **New In Catchment Area Students** – New students residing within the catchment area
    3. **Siblings of Continuing Students** – Non-catchment area students with siblings currently attending and continuing to attend that school the following year
    4. **Non-Catchment Area Students** – Students residing within the District but outside the catchment area
    5. **Non-District Students** – Students from outside the District

Misrepresentation

Applicants should note that a false statement about a student's Principal Residence will result in:

- the District or School Principal repealing the student's placement
- the student transitions back to their catchment school
- Procedural consequences through BC School Sports may apply

Determination of Available Space and Facilities:

1. **Capacity Evaluation:**
   The availability of space is determined based on:
    - Staffing levels assigned to the school
    - The physical space available for instructional programs
2. **Enrollment Decisions:**
   Enrollment decisions are made by the school principal in consultation with District administration, considering both space and the school's ability to deliver an appropriate educational program.
3. **Tie-Breaking Criteria:**
   If multiple applications fall within the same priority group, placement will be determined based on the date and time of each application.

Transportation Responsibilities:

Parents/Guardians/Caregivers of students attending schools outside their catchment area are responsible for providing transportation to and from school. The District does not typically provide transportation for non-catchment or non-district students. Please refer to the Transportation Policies and Administrative Procedures for more information.

Special Programs and Choice Schools:

1. **District Choice Programs:**
   Programs such as French Immersion and Integrated Arts & Technology Schools are open to all students District-wide. Applications are subject to specific entrance criteria and availability.
2. **Specialized Programs:**
   These programs may have additional application processes, including interviews or assessments. Parents/Guardians/Caregivers should refer to individual program guidelines for more information.
3. **Specialty Academies:**
   Per Administrative Procedure 338 Specialty Academies and Programs, the host school will ensure that 33 percent of specialty academy seats be made available to out-of-catchment registrations through One-Campus. These seats will be held until the end of the day on the Friday before Spring Break. After that date, these seats will be released back to catchment students of the host school.

If a student withdraws from a District Choice Program, Specialized Program or Specialty Academy, the student will return to their catchment school.

Appeals Process:

As per Policy 390 – Resolving Concerns, if a parent/guardian/caregiver has a concern about their student's placement that can not be resolved at the school level, the concern may be brought to the appropriate Assistant Superintendent, and then, if necessary, to the Superintendent of Schools for consideration.

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

ADMINISTRATIVE PROCEDURE 338 SPECIALTY ACADEMIES AND PROGRAMS

Purpose

This Administrative Procedure ("Procedure) establishes the requirements for creating, approving, and operating specialty academies within the Chilliwack School District (the "District"). It ensures that students enrolled in a specialty academy continue to meet graduation requirements while accessing enhanced learning opportunities beyond the standard educational program.

This Procedure is intended to maintain transparency, equitable access for students, and financial accountability in the delivery of specialty academy programs.

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 ("PAC"). 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 host school will ensure that 33 percent of specialty academy seats will be made available to out-of-catchment registrations through One-Campus. These seats will be held until the end of the day on the Friday before Spring Break. After that date, these seats will be released back to catchment students of the host school.

The District is committed to ensuring that all students have equitable access to the academy, regardless of their family's financial circumstances. The host school will develop a transparent process that helps families access the Academy.

Approval Procedure

1. The PAC of the school where a specialty academy is to be offered must advise the Board of Education (the "Board") of the need for the specialty academy prior to March 1 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.
- the approved schedule of fees.
- indicate the source of revenue for the program i.e. Special Approvals, Federal or Provincial grants, fees, support from the District's Foundation.
- confirmation of the approval of the specialty academy by the PAC.

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

ADMINISTRATIVE PROCEDURE 340 SCHOOL FEES

The following guidelines are to address circumstances where parents/guardians/caregivers 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. It is the District's expectation that all such circumstances be handled in a sensitive manner.

GENERAL:

1. Consideration should be given to the fact that some parents/guardians/caregivers 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/guardians/caregivers or students have questions or concerns.
5. Fee lists, even if tentative, should be published in June to allow parents/guardians/caregivers ample time to budget for the new school year.
6. Student report cards are not to be withheld where fees are in arrears.

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/guardians/caregivers 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.

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.

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.

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:

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

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.

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.

Chilliwack School District

Form 343A

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

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.

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_reqprod.pdf.

Chilliwack School District

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
Students are expected to do the following:	*Students are expected to know the following:*

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 355 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.
- 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, or who are questioning their sexual orientation or gender identity.
- Schools will provide supports for students who are identified as lesbian, gay, bisexual, transgender, or questioning their sexual orientation or gender identity.

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

The Chilliwack School District ("the District") has created the following procedures to ensure that all students and staff have access to safe and caring work and learning environments, regardless of sexual orientation and/or gender identity or expression.

The District recognizes the need for everyone to be well-informed and equipped with respectful language. Language is constantly evolving, and our practices and policies should reflect current standards and terminology which are supportive of an inclusive learning and working environment.

DISTRICT RESPONSIBILITIES

1. Education is the primary purpose of the District. The educational programs in the District shall include curriculum topics and learning resources that support the inclusion of all members of our community regardless of sexual orientation and/or gender identity or expression. In addition, staff shall have resources and training available to help them promote the District's values and vision.

2. The District shall build greater awareness of and responsiveness to the harmful effects of isolation resulting from homophobic and/or transphobic discrimination.

3. The District shall develop, promote, and implement respectful, proactive strategies and measures to support students, staff, and community members of all sexual orientations and/or gender identities or expressions.

4. The District shall establish consistent, widely understood and maintained policies, procedures 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 the learning and working environment.

5. The District will provide staff with professional development opportunities on relevant provisions of the School Act, Charter of Rights and Freedoms, and Human Rights Code, to increase awareness of our legal obligation to provide inclusive and respectful learning and working environments, and to promote action, dialogue, respect, and understanding.

SCHOOL AND STAFF RESPONSIBILITIES

1. The District is committed to taking effective action in response to discrimination and harassment based on sexual orientation and/or gender identity or expression.

2. Each school code of conduct shall include statements that prohibit discriminatory or harassing language or behaviour based on sexual orientation and/or gender identity or expression in accordance with Administrative Procedure 321: Student Code of Conduct.

3. All staff have the individual and collective responsibility to identify and strive to eliminate systemic inequities and barriers for students, staff and community members which are based on, or arise from, sexual orientation and/or gender identity or expression.

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, unless intervention could threaten the health or safety of the staff member, or another person. When these incidents occur, they must be brought to the attention of school administration or site supervisor immediately.

5. Policy 313 and Administrative Procedure 355: Safe Schools will 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.

CURRICULAR LEARNING, LIBRARY RESOURCES, SPORTS, FIELD EXPERIENCES, and EVENTS

1. Classroom resources, materials and activities will include age appropriate, positive images and accurate information about sexual and gender diversity, SOGI history and culture, which reflects the accomplishments and contributions of individuals and community members who are 2SLGBTQIA+.

2. The District encourages the formation of Gender and Sexuality Alliance clubs ("GSAs"), where students or staff request this support.

3. All students will be provided the same opportunities to participate in any sex-segregated athletic activities based on their gender identity under the eligibility rules established by BC School Sports.

4. School staff will support overnight field experience accommodations for gender-diverse students in accordance with Policy 373: Student Field Experiences and Administrative Procedure 370: Student Field Experiences.

5. School staff ensure students have accommodation that prioritizes their emotional and physical safety.

WASHROOMS, CHANGE ROOMS AND SIGNAGE

1. Individuals may choose to use washrooms and change rooms that match their gender identity, including non-gendered single-stall washrooms and change rooms.

2. Each site will provide at least one easily accessible and clearly marked non-gendered washroom/change room for individual use.

3. When gender-diverse students are anxious about choosing a washroom or changeroom, staff will assist them in making this decision on a case-by-case basis to maximize their social integration, safety, and comfort. This can be done in consultation with the student, parents/guardians/caregivers, and appropriate school staff.

HOME, SCHOOL, AND COMMUNITY RELATIONS

1. The District shall work to educate parents/guardians/caregivers to prevent discrimination based on sexual orientation and/or gender identity or expression and to promote the positive contributions of 2SLGBTQIA+ people within society.

2. The District shall encourage partnerships that promote effective participation in the education process by community organizations that support the 2SLGBTQIA+ issues and are committed to the vision of the Board of Education as per Policy 110.

SELF-IDENTIFICATION AND STUDENT RECORDS

1. The school community will address students and staff by their name(s) and pronoun(s) that align with their gender identity and/or expression. Formal requests (in writing) will be shared and noted in any materials (i.e. class lists, timetables, ID cards, report cards, awards, etc.) accessible to other staff members, including Teachers Teaching on Call (“TTOCs”).

2. The District shall ensure that all personal information is confidential. District staff shall not disclose any information that may reveal a student’s sexual orientation and/or gender identity or expression without student consent.

3. The Ministry of Education and Child Care requires a legal name on official school documents. Whenever permitted by law, the District will accommodate requests made by students or parents/guardians/caregivers to change an official record to reflect their preferred name and gender identity.

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

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 ON SCHOOL DISTRICT PROPERTY

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 on school district property.

8. Animals are not permitted to roam freely on school district property. 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.

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.

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 ("PAC"). 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 host school will ensure that 33% of specialty academy seats will be made available to out-of-catchment registrations through One-Campus. These seats will be held until the end of the day on the Friday before Spring Break. After that date, these seats will be released back to catchment students of the host school.

The District is committed to ensuring that all students have equitable access to the academy, regardless of their family's financial circumstances. The host school will develop a transparent process that helps families access the Academy.

Approval Procedure

1. The PAC 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.
j) confirmation of the approval of the specialty academy by the PAC.

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 PAC or the Board unless the specialty academy has not been offered for three consecutive school years. The PAC 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:

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

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.

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.

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

Chilliwack School District

Form 371A

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 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 ELIGIBLITY

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.

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.

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.

SECTION 400: HEALTH & SAFETY

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
426 ADMINISTRATIVE PROCEDURE:	INFORMATION ON THE MEDICAL ALERT FORM
427 ADMINISTRATIVE PROCEDURE:	ALLERGIC SHOCK (ANAPHYLAXIS) PROCEDURES
428 ADMINISTRATIVE PROCEDURE:	STUDENT ILLNESS OR INJURY
429 ADMINISTRATIVE PROCEDURE:	COMMUNICABLE DISEASES
430 ADMINISTRATIVE PROCEDURE:	ASSISTANCE DOGS IN SCHOOLS
440 ADMINISTRATIVE PROCEDURE:	OPIOID POISONING RESPONSE
450 ADMINISTRATIVE PROCEDURE:	OCCUPATIONAL HEALTH AND SAFETY
460 ADMINISTRATIVE PROCEDURE:	REPORTING INCIDENTS OF VIOLENCE
470 ADMINISTRATIVE PROCEDURE:	EMERGENCY CLOSURE
475 ADMINISTRATIVE PROCEDURE:	VIDEO SURVEILLANCE
480 ADMINISTRATIVE PROCEDURE:	TRESPASSING & MAINTENANCE OF ORDER
481 ADMINISTRATIVE PROCEDURE:	AUDIO / VIDEO RECORDINGS, PHOTOGRAPHY AND LIVE STREAMING
485 ADMINISTRATIVE PROCEDURE:	USE OF PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS

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:

- 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

- 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

- 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 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.

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.

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

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.

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

Protocol 420A: Reporting of Suspected Child Abuse & Neglect
Form 420A: Reporting of Suspected Child Abuse & Neglect

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.

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.

Chilliwack School District

Form 425A

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: *(please print)*
		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

Chilliwack School District

Form 425B

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

Chilliwack School District

Form 425C

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 426 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.

Who Should Complete This Form?

The Medical Alert Form 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)

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

Using The Medical Alert Form

The school principal or designated staff member will give the parent/guardian/caregiver 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.

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.

Chilliwack School District

Form 426A

fraserhealth
Better health. Best in health care.

MEDICAL ALERT FORM

Student Picture If available

Name _____ Birthdate *(Year, Month, Day)* _____

Parent or Guardian _____ Home Ph. _____ Work Ph. _____

Physician _____ Phone _____

Diagnosis: _____

If your child has these conditions please check:

- ☐ Epilepsy
- ☐ Anaphylactic Shock
- ☐ Blood Disorders
- ☐ Severe Allergies
- ☐ Severe Asthma
- ☐ Other _____
- ☐ Diabetes
- ☐ EpiPen Required
- ☐ ADHD

Parent's Comments:

_____

_____

If an attack does occur at school, please check off those actions that apply. Also please indicate the order in which they should be done.

Check	Order			
☐	☐	Call 9-1-1		
☐	☐	Call parents / guardians	Home _____	Work _____
			Cell _____	
☐	☐	Call this emergency contact	Name _____	
			Phone # _____	
☐	☐	Administer Medication		

To request medication be administered at school (regularly or on an emergency basis) please complete Form 425A / Form 425C.

Parent Signature: _____

Administrator Signature: _____

Date Record Initiated: _____

Response Plan Required: ☐ Yes ☐ No

Date Reviewed	Signature Public Health

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.

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

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);

- 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

- 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

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 428 STUDENT ILLNESS OR INJURY

The District endeavours to ensure the safety and well-being of students and provide them with appropriate medical attention.

Procedures for ALL Sites:

- During the first week of each school year, the school administrator is to review with all staff the procedures surrounding caring for sick and/or injured students. Staff are to be informed of the location of information regarding students who may require specific first aid assistance.
- Students with specific needs must have informative sheets maintained and updated as necessary on yellow medical sheets, red serious medical sheets, and white medical sheets at secondaries (ex: medical alert forms, medication forms).
- In the case of emergency treatment being required, the student shall be transported by ambulance to a hospital. The District will not cover the ambulance cost.
- In the case of non-emergency treatment being required, the student will be treated by staff with first aid attendant certification.
- In the event of sickness or accident, the student's parent shall be notified at the discretion of a school administrator (ex: a scrape of the skin requiring a band-aid would not constitute a call home).
    - The exception to this rule where a call home must be made is any head wound.
- First aid assistance can be provided by all staff. This assistance is defined as medical attention that is usually administered immediately after the injury occurs and at the location where it occurred consisting of a one-time, short-term treatment and requires little technology and no training to administer.
- First aid responders are staff actively working alongside or supervising students who hold a valid safety oriented first aid certificate.
- The district requires the following to hold valid safety oriented first aid certificates:
    - Administrative Assistant A
    - Education Assistant – Alternate Education
    - Education Assistant – Special Education
    - Supervision Assistant
- The accepted certificate is Emergency First Aid Level C. For regular staff the district provides in-service and the cost of the training.

Procedures for School Sites:

1. When first aid assistance is provided by any member of the staff, they may either summon a first aid responder to the student, or bring the student to the school office for first aid treatment from the Administrative Assistant A.
2. When a first aid responder is summoned to a student first aid incident at the location where it occurred, they will decide either to:
    a. have the site's first aid supply kit brought to them, or
    b. escort the student to the first aid supply kit and hand over first aid care of the student to the Administrative Assistant A.
3. For administering medications to students refer to Administrative Procedure 425.
4. For student allergic shock procedures refer to Administrative Procedure 427.
5. School administrators are required to have a designated location where a student first aid supply kit will be placed (ex: office, first aid room).
6. Injuries that required first aid attention from staff with safety oriented first aid certificates must have an incident report completed.
    - The School's Protection Program online reporting form must be completed by the first aid certified staff member who provided the student with first aid care.
    - First aid responders may choose to alternatively complete a hard copy report and submit that to the school Administrative Assistant A for online completion. Refer to form 428A Student First Aid Report.

Procedure for Caring for a Student in a Non-emergency Situation:

1. If the student can be moved, they will be brought to the office or first aid room for treatment by the staff providing first aid assistance or the first aid responder.
2. When the school administrator or their designate has an incident requiring a call to the parent/guardian/caregiver, they will be requested to provide transportation to the home or treatment centre.
    a. If the parent/guardian/caregiver cannot be contacted or provide transportation the student's first aid attendant will determine their first aid requirements for the remainder of the school day.
    b. If the student cannot remain in class and must remain in the office or first aid room the school administrator will designate staff to supervise the student.

NOTE: The student is not to be allowed to walk home unless the student first aid provider determines that such action is in the student's best interest in consultation with the school administration, and if contacted at the discretion of the parent/guardian.

Procedures for Moving or Transporting a Student in an Emergency Situation:

1. An emergency situation is defined as any illness or injury that requires ongoing medical care that is a higher level then the student's certified first aid provider is trained for.
2. Back, neck, or head injures, or any possible fractures or dislocations of bones are automatically considered an emergency situation.
3. If the student cannot be moved their first aid responder is to stay with them and send for assistance from the school administrator or designate.
4. An ambulance may be called to transport the student to hospital, and when possible, in consultation with the student's parent/guardian.
    - Have the student's name, nature of injury, and exact location for the ambulance dispatch.
5. When the ambulance arrives provide them with the student's demographic sheet.

Chilliwack School District

Form 428A

STUDENT FIRST AID REPORT

Name of Student/Person Involved:						
Date of Birth: (MM/DD/YYYY)		Age:		Gender	☐ M	☐ F
Person Type:	☐ Student	☐ Staff	☐ Unknown			
Incident Date (MM/DD/YYYY)		Incident Time:				
Incident Description (be specific about the cause of injury and body area injured):						
Location Type:	☐ Playground ☐ Classroom ☐ Stairs	☐ Field ☐ Hallway ☐ Office	☐Gym ☐ Library ☐ Field Trip			
Reporters Name:		Person Type:				
Witness Name:		Person Type:				
1st Action Taken:	☐ First Aid	☐ Parent Called	☐ Hospitalized			
2nd Action Taken:	☐ First Aid	☐ Parent Called	☐ Hospitalized			
Injury Type:	☐ Bruise/Swelling ☐ Head Injury ☐ Allergy	☐ Collapsed/Faint ☐ Broken Bone ☐ Seizure	☐ Burn ☐ Imbedded Object ☐ Heat Stroke			
Reporters Signature:		Date:				
Administrator Signature:		Date:				

ADMINISTRATIVE PROCEDURE 429 COMMUNICABLE DISEASES

The District is committed to providing safe and healthy learning and working environments for its students and employees. It acknowledges student educational rights, employee worker rights, and their shared right to confidentiality in health matters.

A communicable, or infectious disease is caused by microorganisms such as bacteria, viruses, parasites and fungi that can be spread, directly or indirectly, from one person to another.

The District has a Communicable Disease Prevention and Response Plan. In its Appendix A are information and action tables for common communicable diseases in children and schools. They are a resource for school administrators and disability managers.

Prevention strategies for managing communicable diseases will be provided to students, employees, and visitors as part of the regular instructional program.

PROCEDURE:

1. The District follows the guidance of the Fraser Health Authority Medical Health Officer(s) with respect to all communicable disease matters, in accordance with the School Act.
2. Mandatory disclosure to any District employee of communicable disease or other medical information is never required from any student, parent, employee, or volunteer.
3. The District will collect, use, and disclose health information for purposes directly related to disability management following Freedom Of Information and Protection of Privacy Act guidelines.
4. Communicable disease information may be shared in general terms with employees, students, or parents when the medical health officer or public health nurse determines that under the Public Health Act (2008) such information sharing is warranted for public health protection.
5. Students and employees with a communicable disease are allowed to attend school and work in an unrestricted manner unless the medical health officer or public health nurse determines otherwise in accordance with the School Act.
6. Employees who are unable to continue their duties as a result of having a communicable disease shall have full access to sick leave, disability, and other medical benefits as provided by collective agreements and benefit plans.
7. District employees must follow hygienic practices to minimize the risk of transmission of communicable disease during contact with a person's blood or body fluid.
8. Volunteers with a communicable disease have the right to continue volunteering subject to public directives from the medical health officer.

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.

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.

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 pf the Assistance Dog.

Limiting, Removing or Excluding Assistance Dogs from School

The School District may limit, remove or exclude form 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.

- 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 Assistant 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.

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.

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.assistancedogsinternational.org

BC and Alberta Guide Dog Services
http://www.bcguidedog.com

Guide Dog Foundation for the Blind
http://www.guidedog.org

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"?	Identify type of assistance dog. _____ A "trained assistance dog" can be called a: • autism support dog • hearing dog • seizure responsive dog • service dog • guide dog A "trained assistance dog" is NOT called a: • 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?	• 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?	• Certificate from IGDF or ADI member organization provided? • British Columbia Guide Dog and Assistance Dog Provincial ID Card? • Other proof of training? _____		
	• Is it readily apparent that the dog is trained to do work or perform tasks for the student with disabilities and diverse abilities.		
	• If a school employee serves as the primary handler during school hours: - 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?	• 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.

ADMINISTRATIVE PROCEDURE 440 OPIOID POISONING RESPONSE

This Procedure outlines the response to a potential opioid poisoning sites within the Chilliwack School District ("the District"). It provides clear guidelines for staff who have been identified and trained to recognize and respond to signs of a student opioid poisoning at school sites and during school-sanctioned events.

Scope

This Procedure applies to:

- All Principals and Vice Principals.
- Middle and Secondary Occupational First Aid Attendant staff.
- Managers who are trained to recognize and respond to a suspected toxic drug poisoning.

Under the Good Samaritan Act, anyone may administer naloxone in an emergency situation outside of a hospital setting.

Definitions

- Opioid – A class of drug, such as morphine, heroin, codeine, oxycodone, methadone, and fentanyl.
- Opioid Poisoning – An acute life-threatening condition caused by using an opioid.
- Naloxone - An antidote to an opioid poisoning.
- Nasal Naloxone Spray – A naloxone-based nasal spray that can restore breathing during an opioid poisoning by being administered into one nostril. It has no effect on individuals who have not taken opioids.

Education and Training

Staff within the scope of the Procedure will be trained in Narcan Nasal Spray Instructions for Use. This will provide them with education and training in opioid identification and Nasal Naloxone Spray administration.

There will be one Nasal Naloxone kit provided by the District for each school or site. Each school or site will be responsible for storing it in a secure site location and for replacing the Nasal Naloxone when it expires or as needed.

Staff should understand that there may be health and safety risks in responding to a poisoning. It involves the use of personal protective equipment (included in the Kit), and potential contact with drugs or blood and body fluids.

Individuals may be angry and physically aggressive or violent upon revival with Naloxone. Staff must be prepared to stand back and de-escalate these situations.

Procedures

1. Identification that a person is having an Opioid Poisoning is the first and most critical step in saving a person's life. Some early signs that a person is experiencing an Opioid Poisoning include:
    - Severe sleepiness or unconsciousness
    - Trouble breathing or slow, shallow breathing or snoring
    - Cold, and clammy skin
    - Trouble walking or talking.

2. The educated and trained staff first responder with their Nasal Naloxone kit calls 911 and then may choose to give cardiopulmonary resuscitation (CPR) and/or Nasal Naloxone spray depending on the circumstances and their comfort level.

3. The instructions for responding to an opioid overdose, giving a dose of naloxone by nasal spray, and providing support afterwards are available online at this webpage or on page 3 of this procedure.

4. Documentation – Staff who respond to a poisoning will report the event to their supervisor and provide a written summary of the events using Form 440A: Opioid Poisoning Response Report.

5. Reporting – The School Administrator will report the event to their Assistant Superintendent and complete a BC Schools Protection Program (SPP) report.

Mental Wellbeing Follow-up after an Opioid Poisoning

Responding to an Opioid Poisoning can be a stressful and difficult experience for first responders and bystander staff. Both are asked to debrief with their direct Supervisor as soon as practicable. Ongoing support for staff is available through the District Employee and Family Assistance Program (EFAP).

Instructions for Use

NARCAN® naloxone HCl NASAL SPRAY 4mg

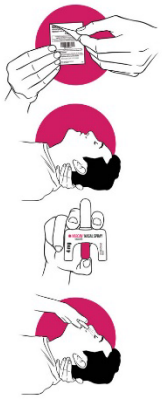
Step 1: Identify Opioid Overdose & Call for Emergency Medical Help

Check for signs of an opioid overdose:
- Person DOES NOT wake up after you shout, shake their shoulders, or firmly rub the middle of their chest.
- Breathing is very slow, irregular or has stopped.
- Centre part of their eye is very small, like a pinpoint.

Call 911 or ask someone to call for you.

Lay the person on their back.

Step 2: Give NARCAN® Nasal Spray



Remove device from packaging. **Do not test the device.** There is only one dose per device.

Tilt the person's head back and provide support under their neck with your hand.

Hold the device with your thumb on the bottom of the plunger. Put your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into one nostril. Your fingers should be right up against the nose. If giving to a child, make sure the nozzle seals the nostril.

Press the plunger firmly with your thumb to give the dose.

Remove the device from the nostril.

Step 3: Evaluate and support

Move the person on their side (recovery position). Watch them closely.

Give a second dose after 2 to 3 minutes if the person has not woken up or their breathing is not improved. **Alternate nostrils with each dose.**

Note: Each NARCAN® Nasal Spray device contains only one dose; use a new device for each additional dose.

You can give a dose every 2 to 3 minutes, if more are available and are needed.

Perform artificial respiration or cardiac massage until emergency medical help arrives, if you know how and if it is needed.

For a list of serious warnings, precautions and contraindications, refer to the Product Monograph.

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.

- 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 Occupation Health and Safety Regulations consisting of employer and worker representatives. The JOSHC 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 460 REPORTING INCIDENTS OF VIOLENCE

The purpose of this procedure is to outline the District's prevention, response and reporting procedures that address workplace violence, as required by WorkSafe BC regulation. Workplace violence is not accepted nor tolerated.

Roles and Responsibilities

- School District:
  - Ensure that workplace violence response procedures and work arrangements are established and implemented.
  - As necessary ensure that site-based teams receive assistance to support them at their site.

- Supervisor (Principal/Manager):
  - Review submitted workplace violent incident reports.
  - Complete a workplace violence risk assessment.
  - Ensure that workers have been made aware of the workplace violence prevention practices including information when working with a person with a history of violence.

- Worker:
  - Report all instances of workplace violence.
  - Participate in workplace violence information, instruction, or training opportunities.
  - Follow safe work instructions and give feedback where deviation from the instructions are necessary.

Procedures to Address Workplace Violent Incidents

1. When an incident of workplace violence directed towards a worker occurs, the following steps must be followed:
   a. Affected worker reports the incident to the supervisor.
   b. Supervisor initiates an investigation.
   c. Supervisor leads the response planning. This can include the creation, or review and updating of response plans and/or safe work instructions. The investigation consists of completing the review section of the violent incident report and a workplace violence risk assessment.
2. Action taken to resolve reported incidents should be made known to the affected worker as soon as possible.
3. Completed violent incident reports should be sent to the School District Health and Safety Manager.
4. Summary information from violent incident reports should be recorded. Information recorded should include: date, time, type of incident, source (ie, student, staff members,

parent, etc.), and the action taken by the subject. Data collected will be analysed by the District Health and Safety manager on an ongoing basis and aggregate data will be provided to the district safety committee each month the committee meets.

5. Summary information should also be taken on sources of violence. This information will be shared by the District Health and Safety manager to Student Services in order to advise principals, managers and other staff as necessary, of past incidents and to consider additional supports and interventions.

6. Where the perpetrator of violence is a member of the public, whether known or unknown, violent incident reports should be referred to police when intent to harm is evident.

Internal Documents

- Workplace Violence Response (Program Manual)

ADMINISTRATIVE PROCEDURE 470 EMERGENCY CLOSURE

The purpose of this procedure is to provide guidelines with respect to the emergency closure of schools or district facilities because of inclement weather or other emergency. While service to students and parents is a priority and schools will be kept open as much as is reasonably possible, School District No. 33 (Chilliwack) recognizes its obligation to consider student and staff safety when determining if an emergency closure is required. In such circumstances, decisions on the opening or closure of school district facilities are made by the Superintendent of Schools in consultation with management and supervisory staff who will advise on the general condition of buildings and accessibility to sites.

PROCEDURES

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:

1. 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

1. If in all schools and district facilities are closed for both students and employees, the announcement will be reported after 6:00 a.m. or as soon as practicable.
2. The District will provide an announcement to 3 local radio stations and the School District website and continue to share up-to-date information for the duration of the closure.
3. The Superintendent will put into effect an appropriate employee communication plan.
4. Employees designated by the Superintendent for emergency services will be expected to report to work.

Closure of All or Some Schools for Students Only:

1. If all or some schools are closed for students only, the announcement will be reported after 6:00 a.m. or as soon as practicable.
2. The District will provide an announcement to local radio stations and the School District website and continue to share up-to-date information for the duration of the closure.
3. The Superintendent will put into effect an appropriate employee communication plan.
4. 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:

1. If some but not all schools or facilities are closed to students and employees, the announcement will be reported after 6:00 a.m. or as soon as practicable.
2. The District will provide an announcement to local radio stations and the School District website and continue to share up-to-date information for the duration of the closure.
3. The Superintendent will put into effect an appropriate employee communication plan.
4. 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.

Closure of Roads:

1. 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, Human Resources to indicate their absence.

Schools Open For Students But No Bus Transportation Provided:

1. If some or all schools remain open to students but bus transportation will not be provided, the announcement will be reported after 6:00 a.m. or as soon as practicable.
2. The District will provide an announcement to local radio stations and the School District website.
3. Employees are expected to report to their normal work locations.

Employee Procedures:

1. Where a school or site remains open to employees but the appropriate authority's 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.
2. In accordance with the collective agreements, and no road closure by appropriate authorities, all employees are expected to be in attendance when a school or site is closed for students only.
3. If an employee does not attend work under subsection 7.2, they will be considered to be on personal leave without pay and are expected to report their absence to their immediate supervisor.
4. Regular and contract 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.
5. Regular and contract 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. Non-school based Emergency designate staff will report to their regular site.**

6. 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 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.

ADMINISTRATIVE PROCEDURE 475 VIDEO SURVEILLANCE

This procedure describes the District's practices and expectations in relation to the use of video surveillance on school lands, facilities and buses in compliance with Section 74.01 of the *School Act* and the provisions of the *Freedom of Information and Protection of Privacy Act (FIPPA).*

The District recognizes both that it has obligations with respect to staff and student safety, and that video surveillance impacts individual privacy. The District utilizes video surveillance for the purposes of ensuring the safety of staff and students, to protect personal property, and to protect District property against vandalism, theft and other destructive acts. The District endeavours to use video surveillance in a manner that is respectful of individual privacy.

Procedures

1. Surveillance Implementation:

   Before installing and operating a new video surveillance system in school facilities or on school lands:

   1.1. The Superintendent or their designate will produce or cause to be produced a report documenting the reasons why surveillance is being considered, citing (if applicable) any specific incidents of property loss, safety or security breaches justifying the implementation of surveillance, identifying any less intrusive alternatives that have been considered and why they would not be an adequate alternative to surveillance, and setting out the methods that will be used to minimize the privacy impact of the surveillance initiative.

   1.2. If surveillance is to be used within a school facility or on school land, the District will provide notice of its plans to the applicable parent advisory council. In accordance with and as required under 74.01 of the *School Act,* the District shall obtain the approval of the parent advisory council before proceeding with implementation of the surveillance system.

   1.3. Where the District deems it appropriate, the District may undertake consultations with other affected groups or individuals about the implementation of surveillance, such as students, parents, staff or members of the community.

2. Use of Surveillance:

   2.1. The District utilizes surveillance for the purposes of safety and property protection.

   2.2. Surveillance is not used to routinely monitor student or employee productivity or performance.

   2.3. Surveillance recordings may be accessed and viewed on an exceptional basis if and when required to investigate incidents raising concerns about personal

safety, damage to property, or a contravention of law or school rules or policies or to investigate incidents of misconduct.

3. Equipment and Signage:

   3.1. The District utilizes video surveillance systems, including cameras and equipment necessary to record and view video and audio footage ("Surveillance Equipment").

   3.2. The District may use video analytics software to enhance the ability of Surveillance Equipment to detect unusual motion and activity and/or to limit the collection of footage.

   3.3. Camera/Recorder placement will be subject to approval by the building administrator (Principal or building supervisor) or their designate ("Facility Administrator") at the time of placement, and will be placed with a view to minimizing the privacy-related impacts of the surveillance.

   3.4. Access to Surveillance Equipment, including cameras, viewing and storage devices will be limited to authorized District employees or contracted service providers. In the ordinary course, such access is limited to the Facility Administrator or contracted service providers engaged in install or maintain Surveillance Equipment.

   3.5. Surveillance is not to be ordinarily used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g., bathrooms, private conference/meeting rooms). Any exceptions must be authorized by the Superintendent (or their delegate) 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.

   3.6. The District shall post notices in areas where Surveillance Equipment is in use, which shall include the title and contact information for a District employee who can be contacted with questions or concerns about the use of surveillance.

4. Covert Surveillance:

   4.1. Covert surveillance (i.e. surveillance without notice) will only be used in exceptional circumstances where compelling reasons for its use exist, such as criminal activity or other serious misconduct, significant property loss, safety or security issues.

   4.2. Covert surveillance may be authorized by the Superintendent for the purposes of a specific investigation after assessing the availability of alternative

investigation methods and will be strictly limited in scope and duration to that which is necessary to achieve a specific, identified objective.

4.3. Covert surveillance will not be authorized on an ongoing basis.

5. Security and Disclosure:

5.1. All computer and/or recording media shall be password protected, encrypted, and stored in a secure area away to prevent unauthorized disclosure or public access. Access to such equipment will be limited to the Facility Administrator.

5.2. The District shall keep and maintain a log of all access to the Surveillance Equipment and recordings. Logs will be retained for a minimum period of ninety days.

5.3. Recordings may never be sold, publicly viewed, or distributed in any other fashion except as provided for by this Administrative Procedure or as authorized or required by court order, subpoena or other applicable laws.

5.4. The District reserves the right to make footage available to police to assist in police investigations as authorized by *FIPPA.*

6. Viewing of Recordings:

6.1. Playback devices used to view or listen to video footage will be located in secure areas where monitoring or viewing equipment is not accessible to third parties or the public.

6.2. The District shall only use and disclose video footage to the extent it is authorized or permitted to do so under *FIPPA.*

6.3. In the ordinary course, access to video footage shall be limited to the Facility Administrator or contracted service providers engaged to install or maintain the Video Equipment.

6.4. Employees, Students and parents may request access to video footage in which they appear, and access shall be provided in accordance with *FIPPA*. If an employee or student is facing any disciplinary action, they may authorize their union representation or other advocate to also view the recording.

6.5. The District reserves the right to refuse to provide access to footage where doing so would unreasonably interfere with the privacy of another individual.

6.6. The District may share footage with its legal counsel and insurers for the purposes responding to claims or complaints that may be made or to third parties where necessary to carry out investigations.

7. Retention of Recordings:

    7.1. Recordings are ordinarily destroyed within 60 days of creation, but may be retained longer if needed for legal, administrative, operational, disciplinary or investigation purposes. The Facility Administrator is responsible for making decisions about the retention of footage.

    7.2. The District retains footage for a one year period if it is used to make a decision that significantly affects an individual in accordance with the requirements of *FIPPA*.

    7.3. Where footage may be relevant to a legal claim involving the District or third parties, the District's practice is to retain footage for up to two years or until the relevant limitation period has expired in order to ensure relevant evidence is preserved as needed.

8. Review:

    8.1. Each Facility Administrator is responsible for the proper implementation and control of the surveillance system.

    8.2. The Superintendent or designate shall conduct a review at least annually to ensure that this Administrative Procedure is being adhered to on the use of video surveillance in the District.

    8.3. The Board conducts an annual review of its video surveillance systems in accordance with the requirements of section 74.01(3) of the *School Act*.

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, Principals and Vice Principals and the Manager of Facilities.
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).

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: _____

ADMINISTRATIVE PROCEDURE 481 AUDIO / VIDEO RECORDINGS, PHOTOGRAPHY, AND LIVE STREAMING

The Chilliwack School District (the "District") takes the privacy and safety of our students, staff, visitors, and trustees seriously. In alignment with our commitment to maintaining a safe and respectful environment, this procedure outlines the circumstances under which outside audio / video recording, photography, and live streaming will or will not be permitted on District property. This procedure is in effect at all times, including when school is not in session.

For that reason, audio / video recording, photography, and live streaming is only permitted on District property for authorized events and/or circumstances. These include, but are not limited to:

- Public sporting events.
- Student Achievement assemblies.
- Student performances.
- Media Parent Release Form is obtained in advance of the individual(s) being recorded (available on Permission Click).
- Authorized educational programming or initiatives (e.g., Yearbook).
- Other events as indicated by a school administrator.

Audio / Video recording, photography, and live streaming is NOT permitted at non-authorized District events and/or circumstances. These may include, but are not limited to:

- Meetings of the Board of Education
- Office spaces, classrooms and all learning environments
- PAC Meetings
- Professional Media recordings
- Use affects the safety and/or privacy of students, staff, visitors, and/or trustees.
- Use for purposes that do not align with the District's Strategic Plan, Core Values, Policies and Procedures.
- Use causes a disturbance.
- Other events/circumstances as indicated by a school administrator.

District staff reserve the right to utilize audio / video recordings, photography, and live streaming in accordance with this Administrative Procedure, for internal purposes. External use requires written authorization and adherence to District policies and administrative procedures.

Failure to comply, when asked to stop recording, could result in the issuance of an Exclusion Order under Administrative Procedure 480 and Section 177 of the *School Act*.

Related Documents
No Photography, Audio / Video Recordings, Photography and Live Streaming Signage

ADMINISTRATIVE PROCEDURE 485 USE OF PHYSICAL RESTRAINT OR SECLUSION OF STUDENTS

The District is responsible for maintaining a safe, secure environment for students and staff. It is expected that school personnel implement preventative, pro-active and positive supports and interventions that are non-punitive and grounded in the foundational understanding that behaviour is communication. These supports and interventions make the use of seclusion and physical restraint unnecessary in most circumstances.

As per British Columbia Ministry of Education Provincial Guidelines on Physical Restraint and Seclusion in School Settings, this procedure outlines the limited situations where staff members are authorized to physically restrain or seclude students as an emergency measure of last resort, when alternate methods of defusing a situation have failed and the student is in imminent danger of causing harm to self or others.

Definitions

- Physical Restraint – a method of restricting another person's freedom of movement or mobility in order to secure and maintain the imminent safety of the person or the imminent safety of others. The term physical restraint does not apply in the following situations:
    - The provision of gentle physical guidance or prompting of a student when teaching a skill, redirecting attention or providing comfort.
    - A temporary, gentle touch on a student's arm, shoulder or back for the purpose of guiding a student to a safe location.
- 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:
    - When a student has personally requested to be in a different/secluded location/space.
    - When a student is outside of the regular classroom for a calm or quiet break if these breaks are behaviour strategies that are proactive and are part of the student's daily routine.

Plans for Student and Staff Safety

In cases where an individual student could potentially cause harm to self or others, an Escalation Indicator Response Plan (EIRP) and Individual Safe Work Instruction (ISWI) should be collaboratively developed with the principal, teacher(s), support staff, parent(s)/guardian(s)/caregiver(s) and, when appropriate, District Staff, outside professionals and/or the student. Consider information from assessment reports if available.

These plans should include:

- The student's triggers, patterns of escalation and appropriate adult responses.
- Direct instructions to staff for how to work safely with the student when they are escalated.

To support student learning:

- A Positive Behaviour Support Plan or Behaviour Intervention Plan is created to describe the competencies the student needs to develop in order to communicate their needs safely, and the strategies that will be used to teach these competencies. These strategies may be listed in a student's Competency Based Individualized Education Plan (CBIEP).

It is the principal's responsibility to ensure that any staff likely to be in contact with the student such as teachers, education assistants, bus drivers, clerical, custodians and all replacement staff read the EIRP and ISWI and understand the importance of adhering to this plan for their own and others' safety.

It is the principal's responsibility to ensure that staff who require training to support the student have access to training at the next available opportunity.

A review/revision of prevention/intervention strategies/plans must occur in cases where there is:

- Re-occurring incidents of escalation causing harm.
- Repeated use of physical restraint or seclusion for an individual student.
- Multiple use of physical restraint or seclusion occurring within the same classroom.
- Repeated use of physical restraint or seclusion by an individual staff member.

Guidelines For Physical Restraint

1. The District recommends a "hands off" approach as the best practice when dealing with students who are experiencing dysregulation. It is expected that school personnel implement preventative, pro-active and positive supports and interventions that are non-punitive and grounded in the foundational understanding that behaviour is communication. Physical restraint must be used only in exceptional circumstances where a student 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. Any time physical restraint is necessary a Seclusion and Restraint Data Reporting Form must be filed out on the day that it occurs with the District Principal of Student Services. The parents/guardians/caregivers must also be informed about the use of restraint as soon as possible and prior to the student leaving school.
4. Physical restraint must be conducted in a safe manner by staff who are trained in the proper methods of physical restraint. This training will ensure:

4.1 Student's breathing is not restricted.

4.2 Student is not in a prone position (facing down on their stomach).

4.3 Student is not in a supine position (on their back, face up).

4.4 Mechanical restraint devices are never used.

5. Training sessions in positive behaviour support planning, trauma informed responses, non-violent crisis intervention, conflict de-escalation techniques and planning for student and staff safety are offered to school personnel on a regular basis.
6. The need for staff to be trained in the use of physical restraint for a student will be determined during the EIRP Plan development. This plan is developed in consultation with trained district staff, school administration, school staff and the parent(s)/guardian(s)/caregiver(s) and when appropriate outside professionals.

Guidelines for Seclusion

1. It is expected that school personnel implement preventative, pro-active and positive supports and interventions that are non-punitive and grounded in the foundational understanding that behaviour is communication. Seclusion must be used only in exceptional circumstances where a student is in imminent danger of causing serious harm to self or others.
2. 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.
3. Seclusion will only be employed until the imminent danger of serious harm to self or others has dissipated.
4. Any time seclusion is necessary a Seclusion and Restraint Data Form must be filed with the District Principal of Student Services. Parents/Guardians/Caregivers must be informed about the use of seclusion as soon as possible and prior to the student leaving school.
5. A student must never be unsupervised and locked into a room.
6. Any room that is to be used for seclusion must have an observation window and the student must be under continuous visual observation. The student's behaviour must be noted at regular intervals by the observing adult to gather information that may be helpful for their plan, and/or to note when the student has returned to a state of regulation and is ready to re-connect with their team.
7. The space used for seclusion will be shared with the parent(s)/guardian(s)/caregiver(s).
8. The IERP/ISWI and all other health and safety policies will be followed including WorkSafe BC Regulations.

Debrief and Response to Incidents of Physical Restraint and Seclusion

- If restraint or seclusion is required more than once, prevention/intervention strategies will be reviewed in a meeting with school personnel. If revisions are required, the EIRP/ISWI will be amended and signed by members of the team.
- All instances of restraint or seclusion will be reviewed by the District Principal of Student Services on a monthly basis.

Application and Review of Procedure

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.

Employees should report any concerns or violations of this administrative procedure to their immediate supervisor or the appropriate designated authority within the school district.

Regular review of the Administrative Procedure will occur to ensure alignment with current research and practices.

SECTION 500: HUMAN RESOURCES

500 ADMINISTRATIVE PROCEDURE: LEADERSHIP APPOINTMENTS AND ASSIGNMENTS

505 ADMINISTRATIVE PROCEDURE: PVP LEADERSHIP DEVELOPMENT AND PERFORMANCE APPRAISAL FRAMEWORK

510 ADMINISTRATIVE PROCEDURE: STANDARDS OF CONDUCT FOR STAFF

520 ADMINISTRATIVE PROCEDURE: RESPECTFUL WORKPLACE – REPORTING, INVESTIGATING AND RESOLUTION PROCEDURES

525 ADMINISTRATIVE PROCEDURE: EMPLOYEE RECOGNITION

530 ADMINISTRATIVE PROCEDURE: EXPENSES

545 ADMINISTRATIVE PROCEDURE: STAFF CONFLICT OF INTEREST

550 ADMINISTRATIVE PROCEDURE: PUBLIC INTEREST DISCLOSURES

ADMINISTRATIVE PROCEDURE 500 LEADERSHIP APPOINTMENTS AND ASSIGNMENTS

This Administrative Procedure outlines the process for appointment and assignment of District leadership positions and will be exercised in alignment with Policy 530 Leadership Appointments and Assignments.

DEFINITIONS

- Appointment – Candidates are appointed to a leadership position by the Board and the Superintendent in accordance with Policy 530.
- Assignment – The school, department or site placement of the appointed leader. This can include lateral transfer or assignment from the candidate pool.
- Acting – Placement as a temporary backfill in a leadership assignment prior to being appointed.
- Interim – Placement into a leadership assignment on a temporary basis as an existing appointed leader. The reason can include coverage for a leave of absence or other short-term vacancy.
- Lateral transfer – Change in assignment at the same position level. For example, Principal assignment to Principal assignment or Manager assignment to Manager assignment
- Candidate pool – Current Vice Principals who have applied to Principal positions and external candidates who have applied to Principal and Vice Principal positions who will be considered for assignment into vacant positions.

LEADERSHIP APPOINTMENT AND ASSIGNMENT BY POSITION

Principals And Vice Principals

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

a) Pre-Selection Consultation:

Where there are known vacancies, consultation will be undertaken by the Superintendent or designate as needed 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 partner 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.

b) Lateral Transfer:

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 available positions, the Superintendent will 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 as required.

c) New Candidate Selection Process:

The Superintendent will create a pool of candidates as needed to be considered for assignment into vacant positions. This posting will be advertised internally and externally.

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. 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 Assistant Director of Human Resources and will consist of the Superintendent, and senior staff members as required by the Superintendent. This committee will interview short-listed candidates and provide a recommendation for appointment to the Superintendent.

Candidates appointed to the pool, who are not assigned, will remain in the pool for the following school year. If they are not assigned in the second year, the Superintendent or designate will meet with and discuss the appointed candidate's status.

d) Acting Principals and Acting Vice Principals:

In the event of an unexpected short-term vacancy, the Superintendent may appoint an "acting Principal" or "acting Vice-Principal" for the duration of the vacancy without going through a formal appointment or assignment process.

Management Staff

All vacant management positions will be advertised internally and externally.

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. The Human Resources Department will be responsible for ensuring appropriate selection criteria with feedback from the designate from the hiring department and screening all submitted applications for completeness.

The determination of a short-list for presentation to the selection committee shall be the responsibility of the Assistant Director of Human Resources in consultation with the designate from the hiring department.

The Selection Committee will be chaired by the Assistant Director of Human Resources and consist of the hiring department designate and other management or administrative representatives as required. This committee will interview short-listed candidates and provide a recommendation for appointment to the Superintendent.

Executive

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.

Reporting To The Board

- With regards to the position of Secretary-Treasurer, Assistant Superintendent, Assistant Secretary-Treasurer and Director, the Superintendent will bring the recommendation forward to the Board and will report rationale for the recommended appointment at an in-camera meeting.
- With regards to new Principal / Vice Principal or an existing Vice Principal who is moving to a Principal position, the Superintendent will bring a recommendation with rationale for Board approval at an in-camera meeting.
- With regards to new Management appointments and transfers, the Superintendent will bring the appointment forward to the Board at an in-camera meeting as information.
- With regards to lateral transfers and re-assignments where the selected candidate is an existing Principal / Vice Principal or Manager, 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.

ADMINISTRATIVE PROCEDURE 505 PRINCIPAL/VICE PRINCIPAL LEADERSHIP DEVELOPMENT AND PERFORMANCE APPRAISAL FRAMEWORK

The Principal / Vice Principal Leadership Development and Performance Appraisal Framework fosters a comprehensive and holistic approach to ongoing performance coaching. It ensures that school leaders are well supported by providing formal and informal opportunities for feedback, dialogue and ongoing professional learning. School leaders are empowered to:

- Engage with their supervisors in frequent and meaningful dialogue about their performance.
- Consider the supports they need to achieve their performance goals.
- Identify ways in which they can enhance their professional growth.
- Enable effective leadership and positive learning environments for students and staff.

The procedure, which includes a formal evaluation process and an informal growth and development framework, is in alignment with the District's core values, the BCPVPA *Leadership Standards for Principals and Vice-Principals,* the BCSSA *The Spirit of Leadership* competencies and the FNESC *First Peoples Principles of Learning*. This growth-oriented process facilitates strengthened leadership practice and professional accountability.

Definitions

- SD33 Core Values – **"***We provide a learning and working environment where these core values are central to all that we do".*
    - 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.
- BCPVPA *Leadership Standards for Principals and Vice Principals in British Columbia* – Consists of four leadership domains and nine leadership standards that Principals and Vice Principals must address to promote learning, achievement and success for all students.
- BCSSA *The Spirit of Leadership* – Consists of five competencies that outline what leaders Know, Do and Understand to support learning.
- FNESC *First Peoples Principles of Learning* – Consists of nine principles that embed Indigenous ways of knowing into leadership practice.

- Performance Appraisal – a formal evaluation process focused on assessing the competence of principals and vice principals during the probationary period and as outlined in the procedures section below.
- 360-Degree Feedback Review – a process whereby performance evaluations are collected from supervisors, staff, peers and other stakeholders (such as students, parents and partner groups).
- Educational Leadership Growth Plan – a structured individual and personalized annual performance plan focused on continuous professional learning and leadership development.

Performance Appraisal – Formal Evaluation

The Performance Appraisal is a formal evaluation process that assesses and guides the growth and development of principals and vice principals within the four leadership domains and nine leadership standards as outlined in the *BCPVPA Leadership Standards for Principals and Vice-Principals in British Columbia*.

The formal Performance Appraisal will take place in the following circumstances:

- All vice-principals during their 24-month probationary period.
- All principals appointed from outside the district during their 24-month probationary period.
- When there is cause for concern and an 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.
- All principals and vice-principals who have never engaged in a formal appraisal process.

Principals and vice principals must complete a successful Performance Appraisal to move off probation.

Procedure

1. The supervisor and principal/vice principal will meet to review the Performance Appraisal document and evaluation methods for data collection before the evaluation process takes place.
2. Data will be collected from multiple sources, including direct observation, feedback conversations with the principal/vice-principal, artifacts and examples of work, and non-anonymous 360-degree feedback from key stakeholders where appropriate (senior leaders, peers, staff, parents and students).
3. The supervisor and principal/vice principal will meet to review the formal Performance Appraisal report and sign off. Each party will retain a copy of the report.
4. The supervisor will provide the Superintendent or designate with a copy of the report for information and to Human Resources for record keeping.

360-degree Feedback Review – Informal Evaluation

360-degree feedback is a way for leaders to understand their strengths and weaknesses, using the constructive feedback of others who work with them the most. The process can assist leaders in enhancing self-awareness and self-regulation by comparing their perceptions with those of others to identify gaps, blind spots, and biases that may affect their performance and relationships.

360-degree feedback reviews will take place in the following circumstances:

- As a method of data collection for the Performance Appraisal evaluation during the 24-month probationary period (where appropriate).
- Within the first five years of appointment from vice principal to principal, where the Performance Appraisal completed during the probationary period was as a vice principal.
- As a method of data collection to inform the Educational Leadership Growth Plan.
- When there is cause for concern, and an 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.

Procedure

1. The supervisor and principal/vice principal will meet to review the 360-degree feedback review process and standard questions that could be included on the survey.
2. The principal/vice principal selects appropriate questions related to their desired areas of professional growth, including the option to include personalized questions.
3. The supervisor and principal/vice principal will agree on the stakeholder groups to request feedback.
4. The electronic and confidential survey will be sent to the target audience via the office of the Assistant Superintendents.
5. Once completed, the survey results will be reviewed by the supervisor and principal/vice principal and analyzed for areas of opportunity and development.

Educational Leadership Growth Plan – Individual Performance Plan

The Professional Growth Plan provides a supportive framework for leadership development with a focus on formative self-assessment and self-reflection, to assist with identifying areas of growth and to foster continuous professional learning. This structured process will occur annually once a Principal or Vice Principal has had a successful Performance Appraisal (formal evaluation).

The Educational Leadership Growth Plan should include:

- A focus on one BCPVPA leadership domains/standards of the individual's choosing, alongside a continued focus on the "Instructional Leadership" domain.
- A focus on BCPVPA leadership standards of the individuals choosing that will align with the identified leadership domain.
- One to three professional goals aligned with the area(s) of focus for the year, taking into consideration personal areas of development identified, the District Strategic Plan and the school's growth plan.
- Actions that will be taken during the year to attain the identified goals.

Procedure

At the start of each school year, the principal or vice principal will be responsible for developing their own Educational Leadership Growth Plan.

1. Once the Growth Plan is drafted, the supervisor and principal/vice principal will meet to review the plan and agree upon the process and timeline for the year.
2. The principal or vice principal will update the Growth Plan regularly, ensuring a portfolio of evidence is included.
3. The supervisor and the principal/vice principal will meet at least biannually to review the progress of the Growth Plan.
4. The final meeting will include an opportunity for reflection and feedback on the goals that were set.

NOTE

- The responsibility for acting as a formal supervisor and evaluator rests with the superintendent designate for principals.
- The responsibility for acting as formal supervisor and evaluator usually rests with the principal for vice principals, however consideration can be given to having another principal or superintendent designate evaluate.
- Actions set for goals in the formal evaluation or growth plan should include measurable and observable indicators that provide evidence of whether or not goals have been achieved. These indicators 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, to measure achievement.

SUPPORTING INTERNAL DOCUMENTS

- Chilliwack Principal Vice Principal Performance Appraisal Template
- Annual Educational Leadership Growth Plan Template
- Chilliwack School District Leadership Framework

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 Iets'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

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.

- 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.

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.

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 520 RESPECTFUL WORKPLACE – REPORTING, INVESTIGATION AND RESOLUTION PROCEDURES

These procedures support the implementation of Policy 545 Respectful Workplace and set clear behavioural expectations for respectful conduct.

Where a collective agreement includes provisions respecting the prohibited conduct outlined in these procedures, a process for intervention in the circumstances of the complaint, or right to union representation during a process, then the provisions of the agreement will continue to apply in conjunction with the provisions of this Procedure.

Definitions

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

- Prohibited Conduct – Includes any behaviours or actions that can be defined as Harassment, Discriminatory Harassment, Sexual Harassment, Bullying, Violence or Retaliation.
- Complainant – an individual who reports a complaint of prohibited conduct directed towards them.
- Respondent – the person who is alleged to have engaged in prohibited conduct.
- Witness – someone who observes or has knowledge of behaviours or actions that are considered prohibited conduct where the conduct is not directed towards them.
- Parties – the individuals directly involved in the complaint, most often the Complainant and Respondent.

Examples pf Prohibited Conduct

1. Bullying and Harassment includes:
    - 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.
    - derogatory comments or name calling.

- derogatory or degrading posters, cartoons, drawings or gestures.
- physical conduct such as assault, obstruction of free movement, uninvited physical contact or interference with work.
- subtle conduct such as unwelcome non-verbal gestures, manipulation, ignoring or isolating a person.
- Bullying.
- discriminatory harassment.
- sexual harassment.

2. Bullying and Harassment does not include:
   - 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.
   - Interpersonal conflict - Work-related disputes between people is not Bullying and Harassment unless the conflict results in behaviour that is considered threatening or abusive. Personal disputes over non work-related matters should not be engaged in at the workplace.
   - Interpersonal relations – Disputes arising from normal social interaction or consensual relationships that are normally connected to the roles and functions in the workplace do not constitute Bullying and Harassment.

Reporting Prohibited Conduct

As a Complainant:

1. If more than one incident, keep a written record of dates, times, the nature of the behaviour, and witnesses, if any.
2. Where possible, advise the other individual that their conduct is unwelcome and that you believe their behaviour falls under Prohibited Conduct as defined in this Procedure.
3. If it is not appropriate to approach the individual or if the incident(s) do not stop after speaking with the individual, contact an appropriate party for assistance in addressing the concern (supervisor, Human Resources, union representative).
4. Submit a written statement of complaint directly to Human Resources if an informal resolution option is not appropriate. The written statement should include detailed information and evidence to support the allegation(s). See section C. Resolution of Complaints of Prohibited Conduct (below).
5. If the Respondent is a Trustee, the Superintendent of Schools, or the Assistant Director of Human Resources, submit the written statement of complaint directly to the Secretary Treasurer or as defined under collective agreement.

6. Any person who makes knowingly false, frivolous, malicious or reckless allegations of Prohibited Conduct will be subject to appropriate remedial steps and consequences as outlined in E. Remedial Steps and Consequences (below).

As a Witness:

1. Where possible and immediately after witnessing prohibited conduct, speak with the Complainant and encourage them to report the conduct to their Supervisor or Human Resources.
2. Where appropriate, speak with the Respondent to share the impact of their behaviour and to raise awareness of prohibited conduct.
3. If the incident is severe and warrants immediate action, report the prohibited conduct to your Supervisor or Human Resources.
4. Any person who makes knowingly false, frivolous, malicious or reckless allegations of Prohibited Conduct will be subject to appropriate remedial steps and consequences as outlined in E. Remedial Steps and Consequences (below).

As a Respondent:

1. If a Complainant or Witness has advised you that your behaviour is unwelcome and in breach of policy:
   1.1. Listen to the concerns raised.
   1.2. Consider how your behaviour may be impacting others.
2. If applicable, change behaviours that are unwelcome and be mindful that all employees share a responsibility to each other and the District to refrain from prohibited conduct in the workplace.
3. Seek assistance from your Supervisor or union representative in understanding the policy and desired behaviours that contribute to a respectful workplace.

Resolution of Complaints of Prohibited Conduct

When a complaint of prohibited conduct is advanced by an employee or where a concern otherwise comes to the attention of the District, steps to promote timely resolution will be taken.

Informal Complaint Resolution:

1. Dependent on the nature and severity of the alleged conduct, the parties can elect to resolve the issue informally before moving to formal complaint resolution.
2. Informal methods will be subject to the consent of the individual who is the subject of the alleged prohibited conduct.
3. Methods may include but are not limited to: mediation, drafting of behavioural guidelines, agreements, apology, or other resolution agreed between the parties and the District.

4. If a resolution is reached informally, then the parties and the District must agree that the outcome is satisfactory.

Formal Complaint Resolution:

1. 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, investigated.
2. Formal complaints will be treated seriously and responded to promptly.
3. Allegations must be submitted as a written statement directly from the Complainant or the Witness. See Form 520A Workplace Bullying and Harassment Complaint Form for a suggested template.
4. The written statement of complaint should include the following:
   4.1. as much detail as possible about the circumstances including dates, times, persons involved, witnesses, and the specific conduct (including specific words)
   4.2. available relevant documents or other evidence that may support the allegations (including emails, handwritten notes or photographs).
5. In normal circumstances, the written statement of complaint should be submitted directly by the Complainant or the Witness. Contact Human Resources for alternative arrangements if this is not possible.
6. Formal complaints must include the name of the person submitting the written statement and the identity of the Complainant and the nature of the complaint will be made known to the Respondent.
7. The Respondent will be provided the opportunity to provide a response to the allegation of prohibited conduct to Human Resources, and this explanation will be properly considered.
8. If there is sufficient information provided 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.
9. 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.

Investigations

The following guidelines will apply to Respectful Workplace investigations, with the intent that these procedures and any investigation carried out must be flexible and responsive to the specific circumstances that arise. 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 written statement of complaint will be forwarded to Human Resources for review and investigation if necessary.
2. 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 in consultation with union representatives.
3. An investigator will be assigned who may be a member of the Human Resources department, a designate employed by the District, or an external investigator.
4. Investigation documentation and records will be submitted to and confidentially maintained by Human Resources.
5. Any documentation regarding remedial corrective action or discipline will be placed in the appropriate personnel file.

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

1. The Respectful Workplace Policy and Regulations are intended for employees and board trustees.
2. Allegations of prohibited conduct from a parent or visitor should be addressed through either Administrative Procedure 460 (Reporting Incidents of Violence), the school's code of conduct or the School Act.
3. In extreme circumstances, an investigation may be conducted at the discretion of Human Resources.

When the Respondent is a Trustee or the Superintendent of Schools:

1. The written statement of complaint will be forwarded to the Secretary Treasurer or as defined under collective agreement.
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 Trustees, Human Resources will seek legal advice to determine an appropriate process which engages the Board and which may be contained in the applicable Board Trustee policy.

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.

    1.1. The District 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, and as may otherwise be required by legislation or enforceable order.

    1.2. When a formal investigation is completed, the Complainant and Respondent 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.

    1.3. Participants in an investigation are expected to cooperate fully and truthfully in any investigation process undertaken by the District and to maintain confidentiality.

    1.4. For District employees, subject 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.

Remedial Steps and Consequences

All conduct that is found to constitute a breach of this Procedure 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.
- Adjustments to 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 applicable Board Trustee Policy or Procedure.

Confidentiality

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

Confidentiality of any complaint or process under this Procedure 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 Procedure, 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 up to and including dismissal, or other corrective action as appropriate.

Retaliation

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

The District prohibits retaliation against any employee for reporting conduct in violation of this Procedure, or against any employee for participating in an investigation or complaint. Such retaliation against an individual will be treated as a serious violation of this Procedure and will be subject to disciplinary action up to and including dismissal.

False Complaints

Complaints or reports of prohibited conduct 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 termination of employment.

Chilliwack School District

Workplace Bullying and Harassment Complaint Form

Please refer to Administrative Procedure 520 – Respectful Workplace – Reporting, Investigation and Resolution Procedures.

Name and contact information of worker who has allegedly experienced workplace harassment (your name):

_____

Name of alleged harasser(s) and contact information, if available:

_____
_____
_____

Details of the complaint of workplace harassment

Please describe in as much detail as possible the bullying and harassment incident(s), including: (a) the names of the parties involved; (b) any witnesses to the incident(s); (c) the location, date and time of the incident(s); (d) details about the incident(s) (behaviour and/or words used); (e) any additional details. (Attach additional pages if required)

_____
_____
_____
_____
_____
_____

Relevant documents/evidence

Attach any supporting documents, such as emails, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted. If you are not able to attach documents and they are relevant to your complaint, please list the documents below. If someone else has relevant documents, please note that below.

_____
_____
_____

Signature: _____

Date: _____

ADMINISTRATIVE PROCEDURE 525 EMPLOYEE RECOGNITION

The Board will host an annual reception for all employees including teachers, support staff, principals and vice principals, managers and executive members who are being recognized for the following achievements:

- **Long Service Recognition –** All employees who have attained 20 years of service in the Chilliwack School District. Long service employees will be provided with a gift valued at no greater than $200.
- **Retirement Recognition -** 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. Retiring employees will be provided with a gift valued at no greater than $250.

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

The reception will be conducted as a social event and will include refreshments. Employees will be invited to bring a guest to the event and their Principal or Manager will also be invited to attend.

Ongoing Site-Based Recognition

Principals, Vice Principals, Managers, Executive Staff and Trustees are encouraged to regularly acknowledge the contribution of employees through informal recognition and conversation.

ADMINISTRATIVE PROCEDURE 530 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	$25.00
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.

Costs for alcohol will not be reimbursed.

Travel Costs:
Kilometers driven in a private vehicle on Board business will be reimbursed the current rate prescribed by the CRA unless otherwise stated in a collective agreement. 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.

ADMINISTRATIVE PROCEDURE 545 STAFF CONFLICT OF INTEREST

The purpose of this procedure is to outline the District's expectations for all employees to act in a manner that will enhance its reputation for honesty, integrity and reliability and to ensure services are carried out in the best interest of students. As such, employees of the District shall not place themselves in a position of conflict of interest and must carry out their duties and responsibilities professionally and impartially and to anticipate and avoid conflicts of interest.

While the District recognizes the right of public service employees to be involved in activities as citizens of the community, conflict must not exist between employees' private interests and the discharge of their job-related duties. Upon accepting a position in the District, employees must arrange their private affairs in a manner that will prevent conflicts of interest, or the perception of conflicts of interest, from arising.

Definitions

- Conflict of Interest – when an employee's personal or financial interests interfere with their professional responsibilities and obligations to the school district and/or where the employment relationship is used to personally benefit or provide an inappropriate personal advantage. A conflict of interest may involve financial gain, preferential treatment, bias, or the potential for undue influence.
- Financial Conflict of Interest – an activity which might reasonably be perceived as using the employment relationship for inappropriate financial advantage.
- Non-Financial Conflict of Interest – situations where an employee's personal relationships, affiliations, or non-financial interests may interfere or appear to interfere with their ability to perform their duties objectively and impartially.
- Family Member – includes a spouse or relative.

Financial Conflicts of Interest

Financial interests which may give rise to a conflict of interest may include, but are not limited to, investments, ownership interests, employment outside the school district, and contracts with vendors or service providers.

Employees are not permitted to:

- use the District's property, information or position for personal gain.
- engage in any outside business or activity that is detrimental to the District.

Employees are not permitted 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.

Other examples of financial conflicts of interest include:

- Engaging in activities outside of regular employment duties, during regular working hours or at the work site, that either involves or promotes the employee's business, an organization in which the employee has a financial interest, or that of family member, partner / business associate or close friend.
- Promoting the employee's personal business or professional services to students.
- Using school district facilities, materials and equipment for external business purposes.
- Approving purchase orders for the District where an employee has a financial or other interest in those goods and/or services.
- Involvement in a process or a decision that would result in a direct financial benefit to the employee, an organization in which the employee has a financial interest, or a family member, partner, business associate or close friend.

Non-Financial Conflicts of Interest

Employees must not use their position to make a decision or effectively influence a decision benefiting a family member, partner, business associate or close friend.

Examples of non-financial conflicts of interest include:

- Hiring or influencing the hiring of persons falling into one or more of the categories identified above.
- Being a member of a selection committee that will place or hire persons identified above.
- Supervising or evaluating an employee who is a family member.
- Requesting a replacement worker who is a family member
- Giving or accepting gifts that may be perceived as potentially influencing decisions or compromising impartial decision-making.
- Engaging in situations that may lead to favoritism, preferential treatment, or compromise the integrity of the school district.

Process to Apply for a Determination or Exception

1. When an employee becomes aware of a potential conflict of interest, they are required to request a determination in writing from the Superintendent (or designate) before engaging in the activity.
2. The Superintendent or designate will evaluate the disclosure and if there is a conflict or potential conflict, will determine if an exception may be granted with appropriate measures in place to manage the conflict or potential conflict.
3. If an exception is granted, it will be documented in writing, specifying any conditions or restrictions that apply.
4. In cases where a conflict or potential conflict cannot be resolved through an exception, the employee may be required to recuse themselves from specific decisions, responsibilities, or employment relationships that would create or appear to create a conflict.

Confidential Information

Employees must ensure that confidential information received as a result of employment with the District remains confidential, and is not to be divulged to anyone other than individuals authorized to receive such information. This includes confidential information received verbally, or in written or electronic form. Employees must not use or disclose such confidential information for their personal benefit, for the benefit of organizations in which the employee has a financial interest, or for the benefit of family members or others with whom the employee has a personal relationship.

Refer to Policy 210 – Privacy and Administrative Procedure 255 – Privacy Management Program for additional information and expectations of District employees regarding privacy and personal information.

Enforcement and Reporting:

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.

Employees should report any concerns or violations of this administrative procedure to their immediate supervisor or the appropriate designated authority within the school district. The District will not retaliate against anyone who reports in good faith suspected unethical conduct, potential or actual violations of this Procedure, or violation of laws or regulations.

For suspected violations falling under the *Public Interest Disclosures Act*, refer to Policy 520 – Public Interest Disclosures and Administrative Procedure 510 – Public Interest Disclosures for

further information and direction on reporting serious or systemic issues of wrongdoing without risk of retaliation.

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.

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.
- **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.

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. Complaints or reports received from members of the public, school trustees, or from Employees who were not employed with 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 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.

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 to make public disclosures if the Employee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

3.2. Before making a public disclosure of an Urgent Risk the Employee 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.

4. Referral of Disclosure to Designated Officer

4.1. Each Supervisor and any other Employee 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 a Designated Officer other than the Superintendent to assess whether the Disclosure falls within the scope of the PIDA or Board Policy 520. If so, then the Disclosure 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 Board Policy 520.
- 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 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 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.

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 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 subject to appropriate controls to ensure that it is only shared internally on a need to know basis.

9. Reprisals

9.1. The School District will not tolerate Reprisals against Employees.

9.1.1. Any Employee who believes that they have been the subject of a Reprisal may make a complaint to the Ombudsperson, who may investigate in accordance with the procedures set out in the PIDA.

9.2. Any person who engages in any Reprisals shall be subject to disciplinary action up to and including, for an Employee, dismissal for cause.

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.

SECTION 600: BUSINESS & SUPPORT SERVICES

601 ADMINISTRATIVE PROCEDURE: ACCUMULATED OPERATING SURPLUS

605 ADMINISTRATIVE PROCEDURE: PURCHASING

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

625 ADMINISTRATIVE PROCEDURE: SCHOOL FINANCIAL TRANSPARENCY

635 ADMINISTRATIVE PROCEDURE: CONSTRUCTION CONTRACTS, BIDDING AND AWARDS

651 ADMINISTRATIVE PROCEDURE: ACCESS TO BUILDINGS

682 ADMINISTRATIVE PROCEDURE: RENTAL VEHICLES

ADMINISTRATIVE PROCEDURE 601 ACCUMULATED OPERATING SURPLUS

Purpose

The purpose of this Administrative Procedure is to provide guidance as to how the Board of Education (the "Board") will manage the Accumulated Operating Surplus. The Procedure is organized to describe the following requirements:

1. Public participation;
2. Eligible restrictions to support strategic priorities and other operational objectives;
3. Target balances; and
4. Approval process and public reporting.

Definitions

- **Balanced annual budget** – the estimated spending in the annual budget must not exceed estimated revenue plus accumulated operating surplus.
- **Accumulated operating surplus** – represents the extent to which revenue exceeds expenditures, minus inter-fund transfers, from current and prior fiscal years.
- **Inter-Fund Transfer** – a transfer between the district's Operating Fund and Capital Fund.
- **Internally Restricted Operating Surplus** – an appropriation of the Accumulated Operating Surplus that has been approved by a Board motion for specified use in future years.
- **Local capital** – is comprised of previous years' available operating surpluses, which are transferred to Local Capital with Board approval; revenues from sale of capital assets; and investment income earned on these funds.

Public Participation

Prior to approval of the Annual Budget, the Board will consult and engage with education partners and local First Nations and Métis Nation BC on proposed uses of the accumulated operating surplus. This engagement will be consistent with the budget consultation processes outlined in Policy and will support the Board requirement of a collaborative process that is transparent, inclusive and timely.

Eligible Restrictions of Accumulated Operating Surplus by Category

The Accumulated Operating Surplus may be subject to internal restrictions for use in future years. Restrictions can be made for items that are identified by the District, have defined timelines and meet defined operational needs, including services or purchases that are directly related to the Board's strategic plan and priorities, specified operational needs of the school district, and enhanced educational outcomes for students. Internal restrictions will be approved by separate Board motion, and should be classified under the following categories:

1. restricted due to the nature of constraints on the funds
   Such as:
   - Contractual obligations (e.g., professional development)
   - Unspent targeted grant funds; or
   - School generated funds.
2. restricted for anticipated unusual expenses identified by the Board
   This includes one-time expenses such as:
   - Specified short-term, variable staffing needs;
   - Equipment loss and breakage of reserves;
   - implementation of specified new initiatives; or
   - impact of specified emerging events (e.g., COVID-19)
3. restricted for operations spanning multiple school years
   Such as:
   - Revenues are not received in the same school year in which expenses are incurred;
   - Unspent school block funds;
   - Unspent holdback funding from the Ministry of Education and Child Care;
   - Designated funds to support future obligations, programs, or services.
4. restricted for transfer to Local Capital
   To create a reserve fund for:
   - Significant investments in technology, furniture and equipment, and fleet, that align with the Board's strategic plan and priorities;
   - School district contributions to capital construction projects not funded by the Ministry of Education and Child Care;
   - Capital Assets funded by the school district (e.g., Education Services Center, Maintenance etc.)
5. restricted for future capital cost share
   - To support major capital projects that are identified in the Boards' five-year Capital Plan, and approved by the Ministry of Education and Child Care for concept plan or business case development, the Board may restrict operating surplus to satisfy capital project cost-share expectations at the time the project is brough forward for funding approval;
   - To satisfy Ministry requirements to contribute to major capital projects.

Unrestricted Operating Surplus (Contingency)

The District will maintain an unrestricted operating surplus to support effective planning that includes risk mitigation. From time to time, the district may require emergency funds, or contingency funds for unexpected increases in expenses and/ or decreases in anticipated revenues. In these situations, the district needs to have access to enough funds to continue to provide educational services and maintain regular operations without implementing one-time service cuts.

The target balance for the Unrestricted Accumulated Operating Surplus is established in the range of 2 to 4 percent of annual operating expenses as approved in the Annual Budget.

Should the Unrestricted Accumulated Operating Surplus decline below the target balance, a replenishment strategy will be developed and approved by the Board. Restoration of the balance may be implemented over a three-year period or an alternate approved timeline.

Special Purpose Funds

Special purpose funds comprise targeted funding provided to the school district for a specific purpose. Pursuant to the School Act, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund. The District may maintain a surplus within a Special Purpose Fund where it is beneficial to do so in achieving the intent of that fund.

Approval and Reporting

Prior to bringing the Annual Budget, the Amended Annual Budget, or the Audited Year End Financial Statement to the Board for approval, the Secretary-Treasurer will present a report to the Budget Committee, for the budget, or the Audit Committee, for the Financial Statements, that includes use of the Accumulated Operating Surplus and Local Capital.

The report will include the opening balance, planned uses, actual uses and closing balances by the categories of use identified above, as well as the expected timelines for use.

The committees will provide a recommendation on the reports prior to consideration by the Board.

Allocations not contained in the budget will require a Board motion in a public meeting, save for motions that are appropriately made in a closed Board meeting such as matters related to land, legal or personnel matters.

The Board will approve recommendations for use of Accumulated Operating Surplus or transfer to Local Capital by way of separate motions. The motions will include the purpose, timeline and amount to be restricted.

ADMINISTRATIVE PROCEDURE 605 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:

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.

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.
- 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.

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.

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.

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.

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.

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.

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: 3.0 kilometers or less; and

2. Grade 6 – 12: 4.0 kilometers or less.

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.

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).

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:

Please refer to Administrative Procedure 613: Transportation: Registration and Fees.

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 $10.00 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.

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 availablity 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.

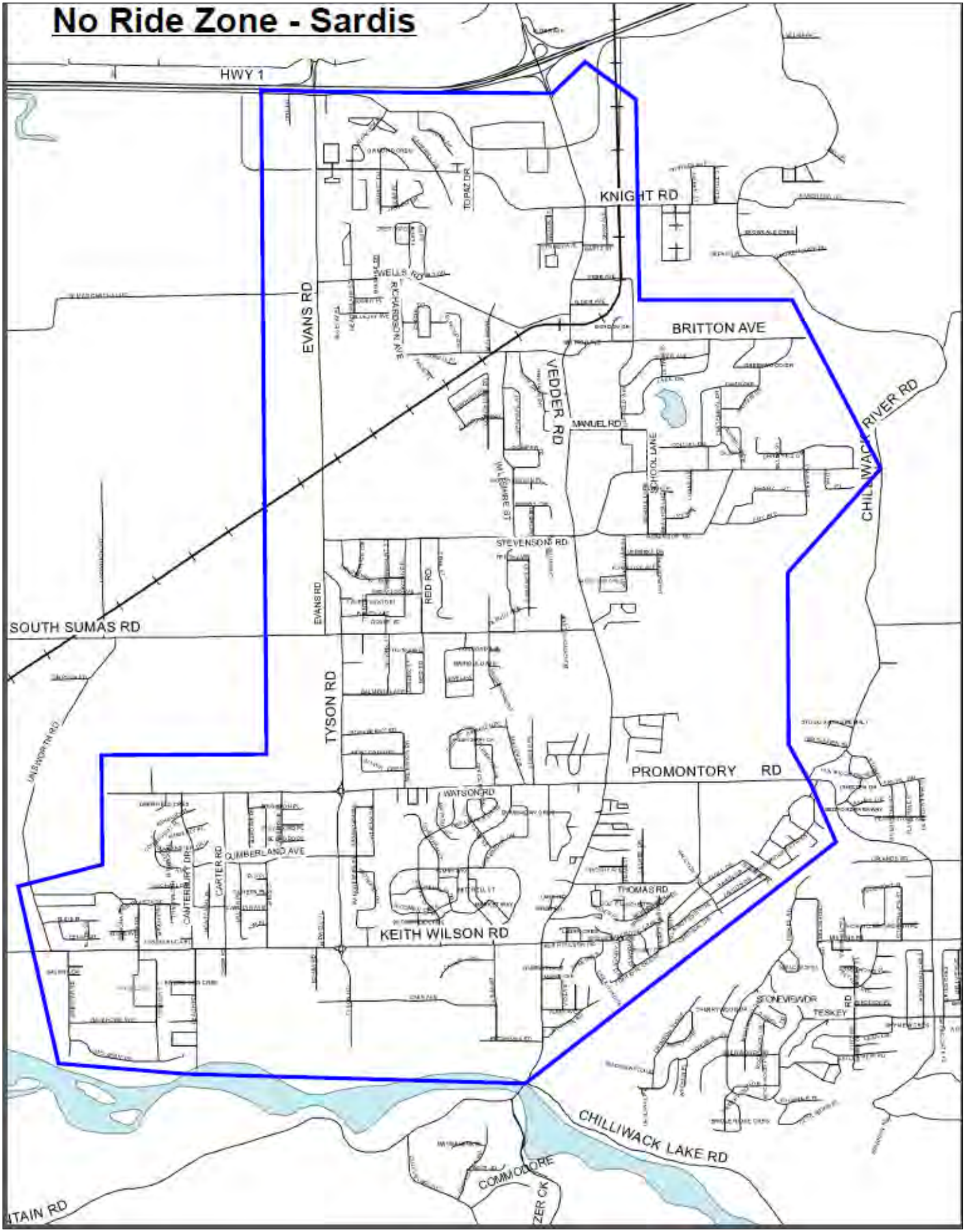
On the Bus

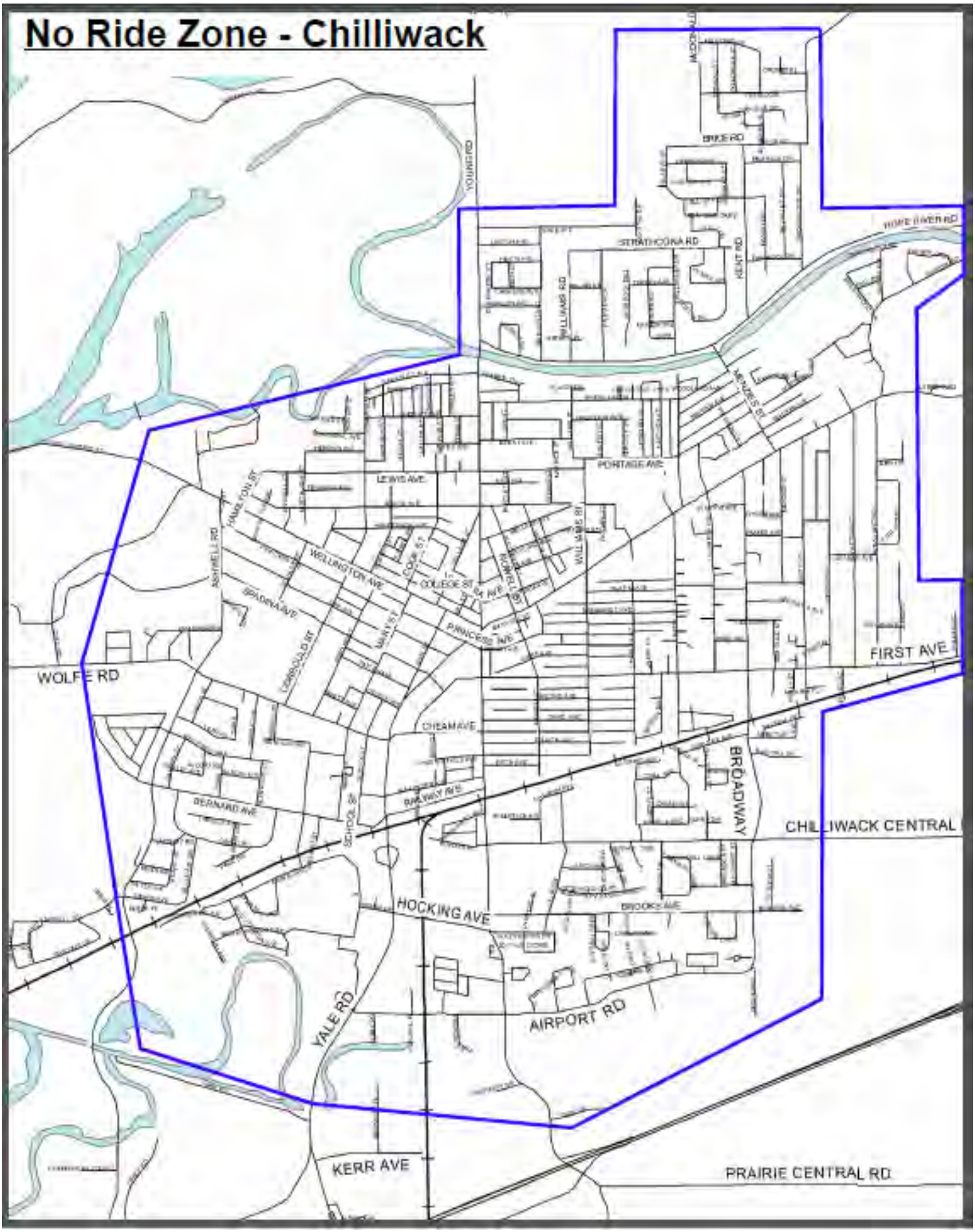
1. Follow the bus driver’s instructions.
2. Sit facing forward with your back against the seat. Keep your legs, feet, and personal belongings out of the aisle. Do not sit sideways or turn around in your seat.
3. Put your backpack or book bag on your lap.
4. Keep your belongings inside your backpack or 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
HWY 1
KNIGHT RD
TOPAZ DR
WELLS RD
RICHARDSON AVE
EVANS RD
BRITTON AVE
VEDDER RD
MANUEL RD
SCHOOL LANE
CHILLIWACK RIVER RD
STEVENSON RD
REID RD
SOUTH SUMAS RD
TYSON RD
PROMONTORY RD
WATSON RD
CUMBERLAND AVE
CANTERBURY DR
CARTER RD
THOMAS RD
KEITH WILSON RD
STONEYSIDE RD
TESKEY
CHILLIWACK LAKE RD
COMMODORE


No Ride Zone - Chilliwack
YOUNG RD
BRIDGE RD
SEABIRD CRES
KENNEDY RD
HOPE RIVER RD
MEADES ST
PORTAGE AVE
LEWIS AVE
WELLINGTON AVE
COLLEGE ST
PRINCESS AVE
FIRST AVE
WOLFE RD
SPADINA AVE
CHEAM AVE
BERNARD AVE
BROADWAY
CHILLIWACK CENTRAL
HOCKING AVE
BROOKS AVE
AIRPORT RD
YALE RD
KERR AVE
PRAIRIE CENTRAL RD

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

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.

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.

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.

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

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.

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

Registration Fees help support the costs of continuing service and safety enhancements and may be charged depending on the date of registration as indicated below.

Date of Registration	Fee
February 1st to May 31st	$0 – Fee Waived
June 1st to June 30th	$50.00
After July 1st	$75.00

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.

For the 2025-2026 School year, eligible Courtesy riders will be charged $305.00 per child to a maximum of $610.00 per family provided there are seats available on an existing bus route.

These rates will be adjusted annually effective July 1 based on the Canadian Consumer Price Index (CPI). The adjustment is calculated using the average BC CPI for the past 12 months, ending in December, without any seasonal changes applied (Stats Canada Report name: preceding 12-month rate for BC, all items, monthly, not seasonally adjusted). 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 February, and students must be registered no later than the end of July 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 $10.00 processing fee.

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.

ADMINISTRATIVE PROCEDURE 625 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.

ADMINISTRATIVE PROCEDURE 635 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 electronically or at the office of the Maintenance Department. The advertisement shall state the procedure for submitting bids and 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. 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.

ADMINISTRATIVE PROCEDURE 651 ACCESS TO BUILDINGS

School keys and/or access control fobs may be issued to staff members at the discretion of the principal. Principals are responsible for maintaining a record of all keys and/or access fobs issued and for the recovery of all keys and/or fobs.

All keys must be ordered through the school principal through the service request system. At no time are keys to be otherwise duplicated. The key shall also be for the exclusive use of that staff member.

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.

ADMINISTRATIVE PROCEDURE 682 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*.

Per Policy 681: 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:
   - 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 Collison Damage Waiver (CDW) exclusions and limitations (including vehicle limitations) stated in section 4.1 of the BMO One Card Program: Certificate of Insurance.
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
☐ **PURCHASE** a minimum of $1 million Third Party Liability
☐ **DECLINE** Collison 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 Program: Certificate of Insurance.

SECTION 500: STUDENTS

507.2 ADMINISTRATIVE REGULATION: STUDENT RECORDS: PRINT INFORMATION FOR NON-CUSTODIAL AND-CO-CUSTODIAL PARENTS

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:

SECTION 600:
INSTRUCTIONAL EDUCATIONAL

605.1 ADMINISTRATIVE REGULATION: TECHNOLOGY USE

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.

Adopted: September 1, 2014
Reviewed:
Revised:

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.

SECTION 700:
SUPPORT SERVICES

703.6 ADMINISTRATIVE REGULATION: VANDALISM

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

SECTION 800:
BUSINESS SERVICES

REVIEW COMPLETE.

PLEASE SEE ADMINISTRATIVE PROCEDURE MANUAL (NEW).

SECTION 900: COMMUNITY RELATIONS

907.1 ADMINISTRATIVE REGULATION: EDUCATION, BUSINESS AND COMMUNITY PARTNERSHIPS

911.1 ADMINISTRATIVE REGULATION: COMMUNITY SCHOOLS

920.1 ADMINISTRATIVE REGULATION: SMUDGING CEREMONIES

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)

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)

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.

Cross Refs: BC Tobacco Control Act (RSBC 1996) Chapter 451, 2.2, Policy 422 Smoke/Tobacco Free Environment
Adopted: February 2015
Reviewed:
Revised:

Smudging Ceremonies Report

School/Site Name:	
Date of Smudging Ceremony:	
Time of Smudging Ceremony (including educational intro if applicable):	
Products that will be used i.e. cedar, herbs, grasses, tobacco etc.:	
Type of Smudging Ceremony i.e. room or individuals (how many people) or both:	
Group Approved for Smudging Ceremony:	
Name and contact info of person conducting the Ceremony:	Name: Phone:
Room Used for Smudging Ceremony:	
Checklist of Requirements:	

- ❒ Approval for Smudging Ceremony by School Principal
- ❒ Site inspection by NLC Facilities Manager
- ❒ Advance Notice – email to building occupants one-week in advance of Smudging Ceremony, including contact information, time and occasion
- ❒ Sign on door of room including contact information, time and occasion
- ❒ Next day follow-up & form submitted to Superintendent/designate

Impact of Smudging Ceremony – Next Day Follow-Up (comments):

Signature of Principal:

_____