



**School District  
No. 92 (Nisga'a)**

# Operational Procedures Manual

SCHOOL DISTRICT #92 | NISGA'A

SEPTEMBER 2021



# School District No. 92 Nisga'a Operational Procedures Manual

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**School District No. 92 (NISGA'A)  
Operational Procedures Manual**

# District Administration

  

# Operational Procedures



## **CORPORATE IDENTITY**

### **Background**

The district's corporate identity is one of the first points of contact that the public has with the district. The organization's corporate identity tells a lot about who we are as an organization and plays a key part in defining the district to our publics. The corporate identity also establishes the 'look and feel' of who we are and what we represent. The district's corporate logo is an integral part of our corporate identity and aligns closely with the vision, mission, motto and belief statements in telling our story to broad public audiences.

A key measure in defining the success of the district's corporate identity is the extent to which we are able to achieve consistency across all communications. Consistent execution of the district's corporate identity (including logo) will be necessary in all forms of print and digital communications, social media, web-based communication, corporate advertising, and building/vehicle signage.

### **Procedures**

1. All representations of the district's corporate identity in any internal or external communications resource must be consistent with that approved by the Board.
2. The Secretary Treasurer is responsible for approving the use of the district logo by the district office, district schools and external third-party stakeholders.
3. The Secretary Treasurer is also responsible for the safe-keeping and appropriate use of the Board's corporate seal.

Reference: Section 17, 20, 22, 23, 65, 85 School Act

Adopted: June  
2021



## STRATEGIC PLAN

### Background

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

### Procedures

1. System Planning Guidelines
  - 1.1 The mission, vision, values, and key goals of the district will provide strategic direction for system planning.
  - 1.2 The planning process will recognize priorities identified by the province and the Board.
  - 1.3 The actions and endeavors of the district and its schools must be guided by sound planning processes.
2. Strategic Plan
  - 2.1 A strategic plan that meets local needs and fulfills accountability requirements will be developed and implemented in keeping with current Ministry of Education requirements.
  - 2.2 The strategic plan shall usually be updated and reviewed once every four years, during the second year of each new Board's term of office. Exceptions to this timing may be made where the current plan has been approved less than one year before a Board election.
  - 2.3 Progress reports on the strategic plan will be presented to the Board annually.
3. The Superintendent shall
  - 3.1 Provide administrative support to the Board to develop the plan.
  - 3.2 Develop a communications strategy advertising the key actions to be undertaken during the upcoming school year.
  - 3.3 Make provision for distribution of the strategic plan and its placement on the district website.

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

Adopted: June 2021



## **SCHOOL IMPROVEMENT PLANS AND RESULTS REPORTS**

### **Background**

School improvement planning and reporting are integral components of School District 92 (Nisga'a) planning and reporting for improving student learning.

### **Procedures**

1. All school improvement plans must satisfy the requirements outlined by the Superintendent.
2. The principal must ensure that school improvement plans, and results reports are prepared in collaboration with staff, the Parents' Advisory Council, and, where appropriate, students.
3. School improvement plans inclusive of results achieved, are to be updated and submitted in written form to the Superintendent annually.
4. School improvement plans, and results will be shared with the Board as part as the annual strategic planning update.
5. School improvement plans must be made communicated to the parents of students attending that school annually and will be posted on the school district website.

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

Adopted: June  
2021



## DECISION MAKING

### Background

An effective decision-making model uses evidence and data in the decision-making process and ensures that decisions are aligned and coherent with district and school direction.

Implementing the decision-making model requires a number of principles be adopted by the district.

These are:

- Decision-making must take into account district policies and by-laws, operational procedures and its enterprise risk management model.
- Decisions are to be made at the level that is impacted most by the intended results of the decision.
- Decision-making is a shared responsibility and wherever possible is to involve a collaborative process.
- Decision-making requires that individuals within the district possess the knowledge and skills required to make the decision.
- Decision-making must take into account the impact it will have on the district and school, and
- Decision-making will be informed and shaped by appropriate forms of data and evidence.

### Procedures

1. The establishment of a district organizational structure is essential for the successful development of a decision-making model that is aligned with roles, functions, and responsibility of positions within the district.
  - 1.1 The District's Organizational Chart provides an organizational structure that is consistent with and supportive of the district's decision-making model.
    - 1.1.1 The organizational structure requires people in roles to possess specific knowledge and skills to effectively fulfill the functions and responsibilities of that position.
  - 1.2 Role and responsibility statements delineate where individuals possess responsibility for planning, reporting and decision-making.
2. Implementation of the decision-making model is dependent on a number of factors including knowledge, skills and training of the individuals within the organizational structure.
3. The provision of opportunities for the professional development of staff through in-service training is necessary for the successful implementation of aligned and coherent decision-making.
4. The determination of where the decision is made needs to take into account where the impact of the decision occurs. For example, if the impact of a decision rests solely on a school, wherever possible, the decision is to be made at the school level.

5. Aligning decision-making with role function and responsibility maintains the reporting requirements identified in the organizational structure.
  - 5.1 As an example, principals, with input from staff, may determine how students are best grouped for instruction with the staffing allocation available. The principal then accepts responsibility and accountability for the decisions made that align to that position.
6. Appropriate resources and supports (e.g., budget, space, etc.,) are aligned with decision-making responsibilities. The district will have transparent processes in place for ensuring that resources are aligned with delegated roles and responsibilities.
7. Decision-makers will use appropriate evidence to make decisions.
  - 7.1 The continuous evaluation of decision-making is essential to ensure decisions made are aligned and coherent with the district mission, vision, policies and operational procedures.
  - 7.2 The use of appropriate levels of consultation and collaboration are essential in effective decision-making.
8. The process of communicating information to stakeholders is an integral component of effective decision-making. For that reason, a communication or community engagement strategy, must be established for the stakeholders affected.
9. The Superintendent is responsible for maintaining decision-making procedures and will modify such procedures as deemed appropriate.
10. In addition to existing Board policies and operational procedures which enable amendment of policy and procedures, individuals or groups may at any time bring forward proposals to amend Board policy or operational procedures, subject to all of the following conditions:
  - 10.1 The proposed amendment is required to facilitate the implementation of a new initiative which current policy or procedure does not allow.
  - 10.2 The proposed amendment is not contrary to the School Act and Regulation, other provincial legislation or Collective Agreements currently in place between the Board and employee groups.
  - 10.3 The proposed amendment is well researched and provided formally in writing, and in a timely manner with regard to implementation expectations, to the Superintendent; and
  - 10.4 The Superintendent shall forward any proposed policy amendments to the Board for its consideration. The decision of the Board is final.

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

Adopted: June 2021



## PARENT ADVISORY COUNCIL

### Background

In accordance with Section 1 of the School Act, a parent means the guardian of a student, the person legally entitled to custody of a student, or the person who usually has the care and control of a student attending the school.

The parents' advisory council provides advice to the principal and staff as well as district staff and the Board. The parents' advisory council does not reduce or eliminate the responsibility of the principal and staff for the operation of the school and in matters assigned by the Board.

### Procedures

1. Parents' advisory councils may:
  - 1.1 Advise on school philosophy, planning and program priorities.
  - 1.2 Advise on school curriculum offerings, educational programs, financial matters, facilities, equipment and learning resources.
  - 1.3 Advise on school code of conduct and school procedures issues on student conduct including school safety programs.
  - 1.4 Assist in identifying and communicating unique community needs.
  - 1.5 Assist in communicating ideas from the community to District staff and the Board.
  - 1.6 Assist in informing the community of decisions taken at the school level, the Board level and the Ministry level and how these decisions affect educational programs.
  - 1.7 Advise on methods to develop a climate of cooperation within the 'school community.'
  - 1.8 Provide educational opportunities for parents.
  - 1.9 Request and receive financial information on school and/or district trust accounts and operating budgets.
2. Parameters
  - 2.1 There shall be only one parent's advisory council for each school.
  - 2.2 The parents' advisory council, in consultation with the principal, shall make bylaws governing its meetings and the business and conduct of its affairs.
  - 2.3 A copy of the bylaws of the council shall be provided to the Secretary-Treasurer.

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

Adopted: June 2021



## DEVELOPMENT AND REVIEW OF OPERATIONAL PROCEDURES

### Background

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

### Procedures

1. A review of all operational procedures shall be conducted through the Office of the Superintendent.
2. The review will provide opportunities for input from stakeholders as appropriate.
3. Reviews shall ensure that each operational procedure meets the following criteria:
  - 3.1 Each procedure is the responsibility of administration as delegated by the Board or as defined by legislation.
  - 3.2 Each procedure is consistent with Board Policy.
  - 3.3 Each procedure is consistent with other Operational Procedures.
  - 3.4 Each procedure is consistent with the district's strategic direction as outlined in the Three-Year Education Plan, and
  - 3.5 Each procedure ensures clear and consistent direction for the district.
4. Development or review of a specific operational procedure may be initiated by any stakeholder at any time through a formal request to the Superintendent. The request will outline in detail the issues and concerns associated with the Operational Procedure and if possible, offer suggestions for revision
5. All newly developed operational procedures and changes based on reviews of current operational procedures shall be communicated expeditiously to all stakeholders. Maintaining an up-to-date Operational Procedures Manual on the district website will be the responsibility of the Secretary-Treasurer.
6. Upon receiving a formal request for review, the Superintendent will determine the appropriate process for developing and reviewing the specific Operational Procedure to ensure that reasonable consideration is given to the request.
  - 6.1 It is expected that in most instances such a review will be carried out by the Superintendent, a district office administrator with direct responsibility in that area, and a school-based administrator selected by the Superintendent.

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

Adopted: June 2021



## **POLICY AND PROCEDURES DISSEMINATION**

### **Background**

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

### **Procedures**

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

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

Adopted: June 2021



## SCHOOL CALENDAR

### Background

On or before May 31 of each year, after consultation with its' education partners, and on the recommendation of the Superintendent, the Board will establish an annual district and local school calendar as per the School Act and School Calendar Regulation

### Procedures

1. Requests for alternate school calendars shall be considered by the Board only after consultation with partner groups and the communities affected.
2. Requests for alternate school calendars shall be supported by evidence illustrating the positive impact of any proposed change on student learning/achievement.
3. Alternate school calendar proposals must include a research component that will indicate how the impact on student learning/achievement will be measured.
4. Amendments to existing school calendars and alternatives to the standard school calendar or the local school calendar must meet the requirements of the *School Calendar Regulation*.
5. The Board will consider special circumstances for schools.

Reference: Sections 8, 22, 23, 65, 85, 87.01, 87.02, 87.03, 168.02, 175 School Act  
School Calendar Regulation 033/2018  
Ministerial Order  
M194/08Collective  
Agreements

Adopted: June 2021



## TEMPORARY SCHOOL CLOSURES

### Background

On occasion there may be need to close one, several or all schools due to weather, and/or health/safety concerns. The Board authorizes the Superintendent to exercise its authority under the School Act to temporarily close a school building if the health and safety of students is endangered. The Superintendent shall inform the Board of actions taken at the next regularly scheduled meeting of the Board except in emergent or possible lengthy closures where the Superintendent will advise the Board by email, as soon as circumstances permit.

As per the School Act, the school medical officer may require the district to close a school when that officer considers the health and safety of students to be at risk.

### Procedures

1. The Superintendent shall make the final decision regarding suspension of classes.
2. The Director of Operations shall make all announcements including cancellation of bus transportation.
3. The district website and social media accounts will be updated as quickly as possible.
4. Whenever possible school closure announcements will be made early enough in the day to allow student to remain at home.
5. The principal of each school shall inform parents, students and staff of the status of the closure and provide updates on the impact on school operations for the following day.
6. Teaching and support staff employees, administrative officers and excluded staff are expected to make every reasonable effort to attend their place of work. If unable to attend, employees are to contact their immediate supervisor.
7. At the discretion of the Superintendent, staff members may be released prior to dismissal time.

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

Adopted: June, 2021



## **SCHOOL BUS TRANSPORTATION – OPERATION DURING INCLEMENT WEATHER**

### **Bus Fleet Cancellation Due to Weather**

- a) The Superintendent is the only person authorized to cancel school buses due to weather and/or dangerous road conditions. Decisions will be made in consultation with the Transportation Manager.
- b) The Transportation Manager will monitor weather/road conditions, utilizing reports from various agencies, including Highways, when/where required.
- c) The safety of the students and the drivers will be paramount in consideration of bus fleet operation/cancellation.
- d) Bus cancellation due to weather will be announced over VHF and will be posted on the SD#92 website.

### **General Factors When Deciding to Cancel Bus Travel**

- a) Cancellation of bus services is based on a review of the weather conditions and combinations of factors which includes examining temperature, wind velocity, drifting, visibility, wind chill, road conditions, and the weather forecast for the next 8 hours.

### **Early Departure of the Buses Due to Deteriorating Weather or Extreme Circumstances**

- a) The superintendent is authorized to dispatch the fleet in the event weather or extreme circumstances emerge through the course of a school day
- b) Parent/guardian requests regarding where students are to be dropped off in the event of early departures shall be complied with where possible
- c) Principals will be notified as soon as the decision is made for early departure of the fleet and will put into motion their plan for parent/student reunification
- d) All early departures shall be announced over VHF and posted on the SD#92 website and other social media.



## ACCEPTABLE USE OF TECHNOLOGY

### Background

The district acknowledges the potential of technology to enhance communications and learning in schools, the school community, and the district's working environments. Accordingly, the district supports the development of administrative procedures to provide information and support the safe and appropriate use of technology, and to govern the use of technology by students, staff, parents, volunteers, and the community.

The district encourages acceptable, ethical, responsible and legal use of all district and personal technology by users. Such use will be consistent with this Administrative Procedure and other district policies and procedures, including the District Student Code of Conduct, and school rules.

The district acknowledges the need to protect the integrity of school and working environments and that the safety, security and privacy of students, staff and other users are of paramount importance.

The district has designed this Administrative Procedure to reflect the dynamic and evolving nature of technology. However, due to the continual change that occurs in technology, this Administrative Procedure is to be reviewed on a regular basis.

### Definitions

District Technology means any electronic device, service or system designed or used to assist in extending human potential (including but not limited to computers, cell phones, cameras, social networking sites, e-mail and voice services, school networks, etc.) owned and/or operated by the district, including but not limited to the District's network, servers, and e-mail.

Internet means an electronic communications system connecting electronic devices all over the world through which individual subscribers can interact and share information.

Personal Technology means any electronic device, service or system designed or used to assist in extending human potential (including but not limited to computers, cell phones, cameras, social networking sites, e-mail and voice services, school networks, etc.) owned and/or operated by a school District user and excludes school-District owned technology.

System means the interrelated and interdependent hardware and software and data communication devices.

User means all students, staff, parents, school volunteers and the community using District technology or personal technology that is connected with any District or District-related activities, including off-campus activities if such activities have a connection to the district or its schools.

## Procedures

### 1. Technology and Instruction

- 1.1. New technologies shift the ways that information may be accessed, communicated and transferred by members of society. As student and staff access to rich information resources is desirable, school environments in the district will be characterized by the incorporation of the best instructional practice through the integration of information and communication technology tools into all aspects of student and professional learning. This environment will be characterized by openness, accessibility, transparency, ethical use and personal accountability and responsibility of all users.

### 2. Security and District Rights

Access to district technology is a privilege, not a right.

#### 2.1. Access

- 2.1.1. The district expects that the use of district technology will occur in an appropriate, ethical, responsible, and legal manner for the purposes of supporting educational programs and the district's administrative services.
- 2.1.2. Users are to be aware that the district's technology is a finite resource, i.e, there is limited storage space available on its servers, and there are other technological limitations.
- 2.1.3. Users of district technology who breach this Administrative Procedure or otherwise engage in inappropriate use of the district's technology may be subject to the restriction of their ability to use district technology.
- 2.1.4. All users are responsible for ensuring they have reviewed this Administrative Procedure prior to making use of district technology services.
- 2.1.5. The district's Director of Information Technology may block messages or remove files that are unacceptable and/or in violation of district procedures.
- 2.1.6. The use of district technology by students requires prior authorization. An application form must be completed, signed by students/parents and returned to the school as part of the authorization process.
- 2.1.7. If district technological equipment is provided to a district technology user, the Employee Acceptable Use of Technology Form must be completed.

#### 2.2. District Usage

- 2.2.1. Technology must be utilized in a manner that will not negatively impact or threaten the security or integrity of the district's technology system. Proper safeguards must be implemented and adhered to as outlined in "Security Safeguards" (Appendix) and other electronic or written notices regarding the district's technology.
- 2.2.2. All property (intellectual and physical) created with district technology is the sole property of the district.

2.2.3. The district is aware that users, during personal time, may use District technology for non-District related purposes (e.g., personal banking, communications, etc.). The personal use of District technology must be appropriate and comply with this Administrative Procedure and all District policies, procedures, standards, and expectations. The district is not responsible for the loss of any personal data or information created or stored on District technology.

### 2.3. Etiquette and Privacy

2.3.1. All users are expected to conduct communications using the district's technological services in a courteous, respectful, and otherwise appropriate manner consistent with the Board's mission statement, Board policies, operational procedures, and the guidelines and expectations outlined in the District Student Code of Conduct and school codes of conduct.

2.3.2. The district has the right to monitor any network activity in order to maintain both the operation and appropriate function of the information network.

2.3.3. Use of district technology, except as otherwise provided by law, Board policy or Administrative Procedure (e.g. in relation to the district's use of student and employee information and records) is neither private nor confidential and may be monitored without notice.

### 2.4. Personal Technology

2.4.1. The use of personal technology is subject to the same rules of conduct and etiquette applicable to the use of district technology. The use of personal technology may not interfere with the provision of educational programs or the integrity of the school environment. Students using personal technology are subject to all school and district rules regarding student conduct and behavior.

## 3. Safety

3.1. The use of district technology or personal technology in relation to a school district activity or related activity must not result in a threat, real or potential, to the safety and welfare of students and/or staff or any other member of the school community.

3.1.1. Upon entering the district, all adult users shall read and accept the conditions for appropriate and safe use of technology as outlined in this Administrative Procedure. At the discretion of the principal, both adults and students may be required to provide written confirmation of acceptance of conditions.

3.1.2. Information regarding the safe and appropriate use of district and personal technology shall be provided to students and staff by the principal at the beginning of each school year.

3.1.3. Parents will be advised of the potential risks associated with the use of technology by students so that they may review safety precautions with their children.

#### 4. Integrity and Plagiarism

- 4.1. Technology must be utilized in a manner that upholds the integrity of the district, educational programs, and the school environment.
- 4.2. Users must not copy or plagiarize any information obtained through district technology, personal technology, or any other means, and claim it as their own. Plagiarism is a serious offence. Students who engage in plagiarism will be subject to discipline in keeping with the school and District Code of Conduct.
- 4.3. Users must comply with all district licensing agreements and comply with copyright law.

#### 5. Violations of Operational Procedure

- 5.1. Violations of this Administrative Procedure may result in privileges relating to district and personal technology being suspended or revoked. Inappropriate use of technology by students and staff may result in disciplinary action.
- 5.2. Violations of this Administrative Procedure may be reported to the appropriate law enforcement authorities and may also be subject to criminal investigations and/or criminal charges.

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

Adopted: June 2021



## USE OF SOCIAL MEDIA

### Background

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing district students to succeed in their educational and career endeavors.

The district is committed to ensuring that all students and staff, who utilize social media technology for professional purposes, do so in a safe and responsible manner. The district strives to create professional social media environments that mirror the supportive environments of our schools.

These procedures provide direction regarding recommended practices for professional social media communication between district employees, as well as social media communication between district employees and district students.

In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, these procedures also address caveats for use of personal social media by staff.

These procedures do not address student-to-student communication via social media. Each Principal will provide instructions that are specific to student use of technology and social media.

These procedures apply to all district employees at all locations.

### Definition

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 is a 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 is a non-work-related social media activity (e.g., a district employee establishing a Facebook page or a Twitter account for his/her own personal use).

## Procedures

### 1. Professional Social Media Use

#### 1.1. Maintenance of Separate Professional and Personal E-mail Accounts

1.1.1. District employees who decide to engage in professional social media activities must maintain separate professional (District email) and personal email addresses. As such, district 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 district employee.

#### 1.2. Communication with District Students

District employees who work with students and communicate with students through professional social media sites will follow these procedures:

1.2.1. Professional social media sites that are school-based will be designed to address reasonable instructional, educational or extra-curricular program matters;

1.2.1.1. On school-based professional social media sites that involve district students, District employees will use the sites for professional purposes only.

1.2.2. Professional social media sites that are non-school based will have a reasonable relationship to the mission and function of the district organization creating the site;

1.2.3. Disclaimer statement such as “these views are my own and do not reflect the views of my employer / school district” do not free employees from the responsibility of remaining professional on and off duty.

1.2.4. District employees will inform their supervisor before setting up a professional social media presence and acknowledge they have read and understood Administrative Procedure 146 – Use of Social Media.

1.2.5. 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.

#### 1.3. Guidance Regarding Professional Social Media Sites

1.3.1. District 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

1.3.2. District employees will exercise caution, sound judgment, and common sense when using professional social media sites.

1.3.3. District employees will use privacy settings to control access to their professional social media sites to ensure that professional social media communications only reach the employees' intended audience. However, district 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.

- 1.3.4. Professional social media communication must be in compliance with existing district administrative procedures, board policies 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.
- 1.3.5. No personally identifiable student information may be posted by district employees on professional social media sites, including student photographs, without the consent of the students' parents.

#### 1.4. Monitoring of Professional Social Media Sites

- 1.4.1. Employees using professional social media have no expectation of privacy with regard to their use of such media.
- 1.4.2. District administrators reserve the right to remove, disable, and provide feedback regarding professional social media sites that do not adhere to the law or do not reasonably align with these procedures.
- 1.4.3. 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.
- 1.4.4. 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 specified educational need for the site to be a public network; and
- 1.4.5. District administrators will maintain documentation of all reported non-compliant communications as well as any violations that are otherwise brought to the supervisor's attention.

#### 1.5. Media Inquiries

- 1.5.1. Any media inquiries received via professional social media sites are to be referred to the Superintendent.

### 2. Personal Social Media Use

#### 2.1. Communication with District Students

- 2.1.1. In order to maintain a professional and appropriate relationship with students, district employees are not to communicate with students who are currently

enrolled in district schools on personal social media sites.

## 2.2. Guidance Regarding Personal Social Media Sites

Employees are to exercise caution and common sense when using personal social media sites

- 2.2.1. 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;
- 2.2.2. District employees will not “tag” photos of other employees without the prior permission of the individuals being tagged.
- 2.2.3. Personal social media use, including off-hours use, has the potential to result in disruption at school and/or the workplace, and can be in violation of the Acceptable Use of Technology Procedure
- 2.2.4. The posting or disclosure of personally identifiable student information or confidential information via personal social media sites is prohibited.

## 3. Applicability of Board Policies, District Administrative Procedures and Other Laws

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

## 4. Additional Inquiries

- 4.1. This document is meant to provide general guidance and not cover every potential social media situation. Should any questions arise, please contact the Director of Information Technology or the Secretary-Treasurer. As these procedures address rapidly changing technology, the district will regularly revisit these procedures and will update them as needed.

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

Adopted: September 2021



## OFFICIAL VISIT PROTOCOL

### Background

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

Persons authorized to be on school premises include:

- District employees, trustees and persons on district business.
- Students regularly enrolled at the school (i.e. students who are not currently under suspension or expulsion from the school or district).
- Students and staff from other schools who are participating in school sponsored or sanctioned activities.
- Students, parents, members of the public, and the media who are observing or participating in school-sponsored or sanctioned activities or events that are open to the public (including after-hours community use of facilities and grounds).
- Law enforcement officers in exercise of their duties.

### Procedures

#### 1. Dignitary Visits

- 1.1 While rare, school boards or schools occasionally may be included in visits from dignitaries (Canada's Governor-General and/or British Columbia's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of British Columbia takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of British Columbia. Local Nisga'a Lisims Government protocols must also be followed.
- 1.2 The Superintendent must be informed when these events are being planned.
- 1.3 In these circumstances, it is expected local event organizers will ensure the Board, as well as the Nisga'a Lisims Government representatives are invited to the event and that trustees and local government officials in attendance are properly recognized, when appropriate.

#### 2. Special Visits

- 2.1 The district, in recognizing its responsibilities to share educational experiences, welcomes visitors to the school system.
- 2.2 Visits to schools by persons from outside the school system shall be arranged by such officials as the Superintendent may appoint. Such visits will be arranged in consultation with the principals and teachers concerned.
- 2.3 The Superintendent will extend to visitors, at district expense, such courtesies as they may deem desirable.

3. General Visits

3.1 All persons with legitimate business at the school are to proceed directly to the school's main office and secure permission from the principal to remain on the premises.

3.1.1 Each Principal shall post, at each main entryway to the school, a notice summarizing this expectation and warning of possible criminal prosecution for the violation thereof.

3.2 The Principal determines right of access to the school. Principals may have to restrict or refuse permission for an individual or group to visit the school.

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

Adopted: June 2021



## EMERGENCY PREPAREDNESS AND RESPONSE

### Background

The district recognizes that emergencies can occur which could bring harm to the students and staff at a school or District work site.

Emergencies such as fire, bomb threats, earthquake, tsunami, and other threats to the safety of students, personnel and property may prohibit normal operations for an unspecified period of time.

Emergency preparedness is one component of comprehensive health and safety procedures for students and employees. Response to emergencies requires a good understanding of procedures and routines acquired through practice and drills as well as by following an established plan. Employees are to have an awareness of procedures to be able to respond to emergencies appropriately and effectively.

### Procedures

1. Decision Making
  - 1.1 Due to the range of potential emergencies and their nature, there is a need for relatively quick decision-making on the part of employees to protect and ensure the safety of students as well as themselves.
  - 1.2 In many cases, due to the 'crisis' nature of emergencies, the normal decision-making processes favored by the district may not be possible. It is expected that students and employees follow the directions of those employees in charge of the situation or those of recognized community-based personnel trained to assist and advise.
2. Communication/Media
  - 2.1 In certain situations, the media are active and anxious to report a 'story' for the public. However, the following shall guide district response.
    - 2.1.1 That the protection of privacy for the student, employee and their families is paramount unless indicated otherwise.
    - 2.1.2 That, at times, a report in the media may cause repetition of the event and thus cause anxiety and a potential threat to the safety of other students and employees.
    - 2.1.3 That investigations through the justice system may be ongoing and disclosure may have an impact on the privacy rights of suspects or accused and/or jeopardize the investigation.
    - 2.1.4 That students and employees have a right to go about their 'business' without undue interference.
  - 2.2 Generally the Superintendent's office will work with the media.
  - 2.3 Staff may be informed on a 'need to know' basis, recognizing that the protection of privacy for the student, fellow employees and their families is paramount unless indicated otherwise.
  - 2.4 When possible, principals or site supervisors shall contact the Superintendent. The Superintendent shall inform trustees at the earliest practicable time.

3. Discharge of Students
  - 3.1 In an emergency where students have vacated district property without permission or with parents, or other adult supervisors, the district determines that its responsibility to the student has been discharged.
4. Duties and Responsibilities – Employees
  - 4.1 In the event of an emergency, staff are expected to remain on the scene to ensure the safety of students until directed otherwise by the principal and/or site supervisor.
  - 4.2 Those staff with children or other dependents that require assistance are to have arrangements in place for their care by others. As the situation stabilizes, those employees with dependents shall be released from duty first.
5. Supervisory Responsibility – Site Specific Emergencies
  - 5.1 Site-specific emergencies are less likely to require a declaration of the Emergency Program Act. In these situations, assistance from other schools, the district, and community and neighborhood services is probable.
  - 5.2 Should the emergency require employee supervision beyond regular operating times, the principal or site Supervisor may require some or all employees to remain until the safety of children and students is assured.
  - 5.3 Principals are encouraged to link with a community or village plan. In these emergency circumstances, neighborhood volunteers may assume responsibility for students at the discretion of the principal or site Supervisor.
6. Supervisory Responsibility – Regional or Provincial Emergencies
  - 6.1 Emergencies of a significant nature are likely to result in a declaration of emergency powers under the Emergency Program Act. This is declared by a mayor, chair of the regional District, or the lieutenant-governor. Under emergency powers:
    - 6.1.1 Those supervisors/adults acting in good faith are not liable for actions they have or have not taken.
    - 6.1.2 District personnel shall be under the jurisdiction of the Nass Valley or North West Operations Centre.
  - 6.2 In these situations, individual employees may be released from their responsibilities at the discretion of the principal and/or site Supervisor in the following situations:
    - 6.2.1 Assumption of control of the situation by members of the Nisga'a Lisims Government, the Province of British Columbia, or other community groups such as fire and/or police.
    - 6.2.2 Replacement by neighborhood volunteers where the principal and/or site Supervisor believes the safety of students is reasonably assured.
    - 6.2.3 Assumption of control by Emergency Social Services.
    - 6.2.4 Release of students to their parents/designate where the principal and/or site Supervisor believes that the safety of students has been reasonably assured.
    - 6.2.5 Where the Superintendent announces such action for individual schools/sites or all schools/sites.

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

Adopted: June 2021



## PANDEMIC RESPONSE

### Background

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

### Procedures

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

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

Adopted: June 2021



## STUDENT INFORMATION SYSTEMS

### Background

The Student Information System (SIS) is a district database used to communicate student information to the Ministry of Education, track academic achievement, attendance, student services support, student demographics, incident management and to communicate with external partners. The goal of SIS is to provide educational policy makers and administrators at all levels of schools, school authorities and government with accurate information on British Columbia students. This information is crucial to the planning, decision-making, and evaluation of educational programs throughout the province.

### Procedures

1. The District is the primary contact between the schools and the Ministry of Education for the data collection.
2. The roles and responsibilities of the local system administrator are as follows:
  - 2.1 To train school personnel in the procedures for collecting and coding student data.
  - 2.2 To help school personnel establish and monitor the data collection and verification process required by the Ministry of Education.
  - 2.3 To gather and consolidate student data from schools.
  - 2.4 To ensure the accuracy and completeness of student data.
  - 2.5 To transmit the required student information to the Ministry of Education in a timely fashion to meet provincial processing schedules.
3. Principals must ensure:
  - 3.1 Collection and recording of student data are both timely and accurate.
  - 3.2 The validity of all student data for completeness and accuracy.
  - 3.3 Student demographic information is verified annually.
  - 3.4 The classroom teacher is entering all attendance daily into the SIS.

Reference: Section 17, 20, 22, 65, 85 School Act

Adopted: June 25

Revised: 2019



## RECORDS MANAGEMENT

### Background

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

### Procedures

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

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

Adopted: June 2021



## FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY REQUESTS

### Background

The district recognizes that all procedures for the collection and storing of information by district staff in the course of affairs and procedures regulating the release of information to other parties must comply with the requirements of the Freedom of Information and Protection of Privacy Act (FOIPPA).

The purposes of FOIPPA and this District operational procedure are to:

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

### Procedures

1. The Secretary-Treasurer is the district's designated coordinator for the purposes of the Freedom of Information and Protection of Privacy Act and is responsible for ensuring that the district complies with the provisions of the Act.
2. The coordinator is hereby empowered to fulfill the duties described in the Freedom of Information and Protection of Privacy Act which include the establishing of procedures and practices to ensure compliance with the legislation.
3. When fees are to be levied under the Freedom of Information and Protection of Privacy Act, the rates adopted by the Government of British Columbia, as specified in the Freedom of Information and Protection of Privacy Act Regulation shall be confirmed as the rates used by the district.
4. All persons making requests for the release of information shall be notified as to any appeal provisions under the Act.
5. A monthly report on the general nature of inquiries will be produced by the Secretary-Treasurer.
6. Reference to FOIPPA legislation:

[http://www.bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/96165\\_00](http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/96165_00)

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

Adopted: June 2021



## STUDENT RECORDS

### Background

The district believes in maintaining the confidentiality of student records and sharing the information on a student's record only when such information is used to inform parents or to improve the support services to that student.

A student record is a record of information in written or electronic form pertaining to:

- A student in attendance at a school, or
- A student registered as a home school student under section 13 of the *School Act*.

But does not include a record prepared by a person if that person is the only person who will have access to the record.

### Procedures

#### 1. Students of School Age

##### 1.1 Access by Student or Student's Parents

- 1.1.1 A student and the parents of a student of school age are entitled to examine all student records kept by the district pertaining to that student, while accompanied by the principal or a person designated by the principal to interpret the records.

##### 1.2 Access by Non-Custodial Parents

- 1.2.1 Access to student records, report cards, parent interviews, and other documents pertaining to a student of school age shall be provided to a non-custodial parent if the custodial parent does not provide a written objection.
- 1.2.2 Where a non-custodial parent has access under a Divorce Act Order, that parent is entitled to receive information from the student record which is normally sent home with the student, such as the student's report card; however, such a non-custodial parent is not entitled to examine those parts of the student record not normally sent home unless that parent has joint guardianship of the child.
- 1.2.3 If a non-custodial parent has access under a separation agreement, Family Relations Act, that parent will not be given information from or access to the student record unless there is a specific court order granting the non-custodial parent such right.

##### 1.3 Access by Others

###### 1.3.1 Parental Permission Required

Written parental permission is required for release of student records to persons other than a student of school age or the student's parents.

###### 1.3.2 Support Service Agencies

- 1.3.2.1 Information from a student's records may be released without written parental approval to a person or agency providing health services, social services, or other support services to the student when, in the

opinion of the Principal or Superintendent, the information being provided is required for the provision of those services. Under normal circumstances written parental permission is required.

1.3.2.2 The Principal or Superintendent shall advise the person receiving information under clause 1.3.2.1 that, subject to any other statutory or other legal authority or requirement that authorizes or requires disclosure, any person who receives such information from a student record shall not disclose that information to any other person except for the purposes of delivering or planning the delivery of the services referred to in clause 1.3.2.1.

1.3.3 The District's insurer has right of access to student records in accordance with the School Act and Ministerial Order.

2. Students 19 Years and Older

2.1 Access by Parents

After the end of the school year in which a student attains the age of 19 years, the parents of that student require written approval from the student in order to have the right to examine the student's records.

3. Requests for Records – Former Students

3.1 Requests for information from student records by or on behalf of former students must be in writing and signed by the student if 19 years of age or by the parent if the student is of school age or accompanied by a properly signed release.

4. Fees

The fee for providing copies of Permanent Record Cards and transcripts of grades for former students will be set and reviewed periodically by the Management Committee.

4.1 Certified copies of a transcript of grades or permanent record card provided to an individual for the purpose of continuing their education or to an educational institution submitting a release signed by a student will be charged as follows:

4.1.1 First 2 certified documents No charge

4.1.2 Each subsequent certified document \$5.00

4.1.3 No Taxes Direct Cost

4.2 Certified copies of any student record provided to an individual or agent, such as a lawyer or medical professional, acting on behalf of a student will be charged as follows:

4.2.1 Administrative Time \$20.00 Flat Rate

4.2.2 First certifying signature \$10.00

4.2.3 Plus HST 12%

4.3 In accordance with the Freedom of Information and Protection of Privacy Act, non-certified photocopies of student records will be: No Charge.

4.4 Fees collected for providing student records will be remitted periodically to the Secretary Treasurer.

5. Storage of Records

- 5.1 Student records are considered confidential and shall be stored in a secure area for seventy (70) years after a student would normally be expected to graduate.
- 5.2 Records for students who left the district while in elementary or junior school will be stored at the District Office.
- 5.3 Records for students who graduated or who left the district while in secondary school will be stored at the school they last attended.

Reference: Sections 7, 9, 13, 17, 20, 22, 65, 79, 85, 88 School Act  
Freedom of Information and Protection of Privacy Act  
Divorce Act  
Family Relations Act  
Interpretation Act  
Permanent Student Record Order M082/09  
School Records Disclosure Order M14/91  
BC Ministry of Education – Permanent Student Record Instruction

Adopted: June 2021

# Student Learning Programs, Practices and Resources

## Operational Procedures



## STUDENT ATTENDANCE

### Background

Regular attendance by students in all their classes enhances their performance and contributes substantially to their rate of progress. While students have a right to access an educational program, they also have a responsibility to attend classes regularly and pursue their studies in a diligent manner.

Patterns of serious and dependable work are formed in a student's early school years and are supported by the attitudes of his/her parents. At all school levels, there will be firm, fair, and well-publicized procedures for student attendance, and it shall be made clear to students and parents that no unauthorized absence will be taken lightly.

Specific provisions for regulating the attendance of students shall be developed in consultation with students, staff and parents' advisory councils as appropriate.

### Procedures

1. An accurate daily record of attendance shall be kept for each student.
2. Principals are expected to have in place a system for verifying reasons for non-attendance on a daily basis.
  - 2.1 For all grades, unexplained absences will be reported to the office.
  - 2.2 In the elementary schools, attendance shall be done daily. All unexplained absences during the school day shall be reported to the office immediately after the absence becomes apparent. All reasonable efforts must be immediately made to determine the whereabouts of students reported absent.
  - 2.3 In the elementary schools, a communication system shall be in place to contact parents with regard to unexplained absences as soon as possible.
  - 2.4 In the elementary schools, a communication system shall be in place to contact parents with regard to unexplained absences as soon as possible.
  - 2.5 Principals, in setting procedures for student absences and excuses will accept student absences as excused if they are for necessary and important reasons.
3. Teachers shall assist in maintaining an accurate attendance record for each student.
4. Parents are to be encouraged to take the initiative in advising the school when students are absent.
5. In cases of unexplained absences, suspected truancy or excessive absences occurring, the parent shall be contacted as soon as a pattern of poor attendance becomes evident, as determined by the school's attendance procedures.
6. Initial investigation of reasons for extended student absence from school shall be the responsibility of the principal. An annotated log is to be kept of each contact with the home.

7. The principal shall establish procedures with students who are inexcusably absent from school or classes. These procedures are to reflect:
  - 7.1 Efforts to work directly with the student to resolve the issue;
  - 7.2 Ongoing communication and consultation with the parents concerning the attendance problem;
  - 7.3 Progressively more serious consequences for students who are persistently and inexcusably absent; and
  - 7.4 After all possible avenues of remediation have been exhausted at the school level, subsequent absences by the same student shall result in the Principal referring the matter to the Superintendent or designate.

Reference: Sections 2, 3, 4, 6, 7, 8, 17, 20, 22, 65, 79, 85 School Act  
Regulation 265/89

Adopted: June 2021



## INTER-AGENCY SUPPORT FOR STUDENTS

### Background

Increasing number of students require specialized services during school hours. Therefore, the district will work together with members of the community and community agencies to serve the needs of students who are “at risk” or who have special needs.

### Procedures

1. In order to minimize duplication of effort and improve access for, and responsiveness to, children and families in need, the district is committed to working together with other community agencies, organizations and associations; other local education authorities within and across school districts; and regional authorities, including Health and Child and Family Development authorities. Examples of “working together” include information-sharing procedures, sharing of staff facilities, and joint service planning and delivery agreements (informal and formal).
2. To serve the needs of students and children in each school community, principals, teachers, counsellors and, where appropriate, other staff members, will take an active role to initiate or participate in working together with other members of the community and community agencies to improve services.
  - 2.1 In order to ensure adequate health and safety of students, the district will assist the Ministry of Health in providing health services throughout the district.
3. In cases where efficiencies can be realized through the provision of centralized services available to all school communities within the district, the Superintendent, will initiate, develop and/or participate in partnerships designed to improve services to students and children.
4. Procedures in working together with members of the community will be consistent with provincial policies and procedures.

Reference: Sections 9, 17, 20, 22, 65, 79, 85 School Act  
Child, Family and Community Services Act  
Health Act

Adopted: June 2021



## INTER-SCHOOL, PROVINCIAL, NATIONAL, INTERNATIONAL COMPETITIONS

### Background

The focus of school is meeting curricular outcomes. Extra-curricular participation is optional for all students and staff. However, the District considers inter-school competition both athletic and non-athletic, an added benefit to educational opportunities. Therefore, financial support will be provided for these activities under the following guidelines:

### Procedures

#### 1. Regular inter-school Competitions

1.1 Funds provided to each school by way of the annual budget allotment and may be used for inter-school competitions to defray the costs of:

1.1.1 Transportation and

1.1.2 Teacher coach/sponsor expenses

1.1.3 Entry fees

1.1.4 Other related expenses as deemed appropriate by the principal

#### 2. Provincial/National Competitions

Support for provincial/national competitions is for teams/groups that are official school sanctioned groups and that earned the right to compete at the provincial/national level through qualifying competition. More so, invitational competitions at either level be supported.

##### 2.1 Athletic Competitions

2.1.1 Where a school team/group/individual has won a zone/regional competition and is an authorized representative to a governing body sanctioned provincial/national championship, the District may upon application, make a financial contribution to support the team/group/individual if funding is available.

##### 2.2 Hosting of Provincial Championships

2.2.1 Where a secondary school has been selected to host a governing body sanctioned provincial championship for either an athletic or non-athletic event, the District will provide, upon application by the school, up to a maximum of \$1500.00 to permit planning for the competition.

##### 2.3 Application for Funds

2.3.1 Funding applications must be submitted to the Secretary-Treasurer within thirty (30) days after the event and shall be accompanied by a list of all participants (team members, coaches, and sponsors), as well as a description of some pertinent highlights of the competition.

Reference: Sections 17, 20, 22, 65, 75, 85 School Act

Adopted: April 2022



## **COURSES AND PROGRAMS: NON-MINISTRY**

### **Background**

Not all student needs and interests can be met by provincial curricula, and local needs and priorities are to be reflected in educational services. The district may, therefore, offer locally developed and board/authority authorized courses and programs.

Board/Authority authorized courses are offered to meet student needs and interests. They are authorized by the Board according to requirements set by the Ministry of Education.

There is no limit to the number of Board/Authority authorized courses that students may use as part of the 28 credits of electives needed to fulfill the graduation requirements for the Graduation Program.

### **Procedures**

1. All locally developed, and Board/Authority authorized courses and non-ministry programs must be authorized by the Board.
2. Submission
  - 2.1 Proposals for locally developed courses shall be submitted on the District's Proposal: Locally Developed/Non-Ministry Course form (Form 220-1). Those courses at the grade 10 - 12 level intended to be used for graduation credit shall be submitted on the Board/Authority Authorized Courses Course Description form (Form 220-2).
  - 2.2 Course program submissions must align to Ministry policy.
  - 2.3 Those courses and programs not being offered for three consecutive years will automatically be reviewed.
3. Review
  - 3.1 There will be a periodic review of existing non-ministry and Board/Authority authorized courses and programs.

Reference: Sections 6, 11, 17, 20, 22, 26, 75, 85, 88, 89, 91 School Act  
School Regulation 265/89  
Individual Education Plan Order M638/95  
Special Needs Students Order M150/89  
Support Services for Schools Order 149/89  
Special Education Services: A Manual of Policy, Procedures and Guidelines

Adopted: June 2021



## COURSE CHALLENGE AND EQUIVALENCY

### Background

The district will comply with Ministerial directives and guidelines regarding graduation requirements and believes that granting credit for prior learning is an appropriate method of permitting students to create a pathway to graduation.

The purpose of the challenge process is to acknowledge, within parameters, learning which students have accomplished in other settings which corresponds to grade 11 and 12 courses currently being offered in the School District. A successful challenge results in a student receiving course credit for the appropriate course content, and a final mark which is recorded on the student's graduation transcript.

The purpose of equivalency is to recognize valid credentials at the grade 11 and 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system.

### Procedures

1. Course Challenge
  - 1.1 Challenge of Eligibility
    - 1.1.1 The student must be enrolled or registered as a home school student in the district.
    - 1.2.1 A student who has been previously enrolled in a course will not normally be eligible to challenge that course for credit.
    - 1.3.1 A student must give compelling evidence that he or she will succeed in challenging a course.
  - 1.2 Challenge Approval
    - 1.2.1 Before approval to challenge a course is granted, principals must review any documentation of prior learning to determine if credit can be awarded through equivalency, in keeping with current Ministry of Education Policy related to Challenge, Equivalency, External Credentials, Post-Secondary Credit, and Independent Directed Studies.
    - 1.2.2 Students must be able to demonstrate their readiness to challenge a course based on the recommendation of a teacher, or from evidence that relevant learning has been acquired outside the classroom setting. Determination of readiness is made by school staff.
    - 1.2.3 The approval for the challenge application must be made by the principal of the student's home school, in consultation with the designated advisor or counsellor, the parents, and the student.
  - 1.3 Requirements for Challenge
    - 1.3.1 A student will be given one opportunity to challenge a specific course.
    - 1.3.2 Courses eligible for challenge must be at the grade 11 or 12 level.
    - 1.3.3 A student may challenge only one course at a time, although there is no limit to the number of courses a student may challenge.

- 1.3.4 The school principal must document the challenge assessment delivered for each student, including a pre-challenge equivalency review, and all documentation must be sufficient to withstand a Ministry of Education audit.
- 1.3.5 A student must demonstrate, through a variety of ways, that the learning outcomes of the course have been met. Examples of performance and assessment activities are: research reports, essays that express student opinion about the issues they are exploring, a 'product' that in some way reflects or summarizes the area of study, a journal that reflects student learning, a learning log of the time spent on activities, a portfolio of student work, documented research time spent in a library, letters of recommendation or certificates of achievement, an interview, a presentation, or a test or examination.
- 1.4 Challenge and Provincial Graduation Assessments
  - 1.4.1 A student must consult with the principal to determine the impact of changes in the provincial graduation assessment policy on the guidelines and requirements associated with course challenge.
- 1.5 Challenge Dates and Fees
  - 1.5.1 A student may apply to challenge a course at any time during the school year; however, the opportunity to undergo the formal challenge review will be available at the end of September and the end of February.
  - 1.5.2 Any fees associated with the challenge process will be communicated to the student and the parent and collected in advance.
- 1.6 Challenge Credits and Reporting
  - 1.6.1 The principal is responsible for the transcript of marks under current Ministry policy and guidelines. Credit awarded through challenge is measured by the same standards used for students who have enrolled in the course, and success is attained by achieving at least a C- and 50%.
- 2. Course Equivalency
  - 2.1 All students who can provide a written credential or documentation to support their equivalency requests are entitled to an equivalency review.
  - 2.2 Equivalency is not intended to recognize undocumented prior learning, and credit will be gained only if the prescribed learning outcomes from provincially and locally developed courses are met.
  - 2.3 Ministry Approved Course Equivalency
    - 2.3.1 The Ministry of Education is currently developing and will continually upgrade equivalency credentials from institutions and jurisdictions outside the British Columbia public school system in the document entitled [Table of Equivalencies](#).
    - 2.3.2 A student may apply for equivalency under the [Table of Equivalencies](#). It is the responsibility of the principal of the student's home school to determine the specific equivalency and the mark to be granted.  
  
The principal is responsible for the transcript of marks under current Ministry policy and guidelines.
  - 2.4 District Approved Course Equivalency  
  
Equivalency credits may be granted for students enrolled in the district in recognition of courses or programs that meet the following requirements.

- 2.4.1 A student is able to provide documentation that the equivalent course or program has been successfully completed as determined by the principal of courses or programs that meet the following requirements:
- 2.4.2 The equivalent course or program matches 80% of the prescribed learning outcomes of a Ministry or locally developed course taught within the district. Equivalency is available for full course credit only; partial credit will not be granted.
- 2.4.3 The equivalent course or program has been completed at another institution or educational jurisdiction outside the British Columbia school system.
- 2.4.4 The equivalent course or program satisfies different learning outcomes than those for which the student has already received credit.

Reference: Sections 20, 22, 65, 85 School Act Graduation  
Program Order M302/04

Adopted: June 2021



## INDEPENDENT DIRECTED STUDIES (IDS)

### Background

Independent Directed Studies are important learning opportunities for students who wish to pursue learning outcomes beyond those normally taught in the classroom, and for use as partial credit for students who did not or could not meet the learning outcomes of an entire course.

IDS is governed by the Educational Program Guide Order (Ministerial Order 333/99) and is defined as an area of study in an educational program undertaken by a student that is:

- Related to or an extension of one or more of the learning outcomes established in an educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order, or in a Board Authorized Course,
- Undertaken pursuant to a plan developed by a teacher and a student and approved by a principal, vice principal or Director of Instruction, and
- Carried out by the student under the general supervision of a teacher as outlined in the Graduation Program Order (M302/04).

### Procedures

1. In accordance with Ministry of Education policies, principals may award credits to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11, or 12 Ministry developed courses or Board Authorized courses
2. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course.
3. Students must apply for IDS using the *Independent Directed Studies (IDS) Plan Form* approved by their high school.
4. Documentation must be kept in the student file that includes the Student Plan approved by the principal, the hours of successful study completed by the student, and the credits awarded.
5. The number of credits a student earns for IDS will be set out in the *IDS Student Plan* developed by that student and a teacher and approved by a principal.
6. IDS credits may only be used to satisfy elective requirements.
7. The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. Grade 12 IDS credits may count toward the minimum of 16 grade 12 credits required for graduation.
8. For reporting and transcript purposes, principals must assign a letter grade and percentage.
9. IDS must be reported on report cards with the IDS code identifying the related Ministry or BAA course.

Reference: Sections 2, 3, 4, 7, 8, 8.4, 8.5, 20, 22, 23, 65, 74.1, 75, 75.1, 85 School Act  
Educational Program Guide Order (M333/99)  
Graduation Program Order (M302/04) BC Ministry of Education  
IDS Policy: pages 59-60 for IDS Collective Agreements

Adopted: June 2021



## WORK EXPERIENCE

### Background

The district recognizes that appropriate work experience placements can be of additional benefit to students, particularly those students in the senior secondary years. Such placements also meet provincial curriculum requirements for graduation.

### Procedures

1. Placement
  - 1.1 Principles shall develop procedures for the allocation of credit for work experience placements.
    - 1.1.1 Formal student evaluation and grading shall be conducted by staff who are members of the College of Teachers.
  - 1.2 It is expected that school rules regarding student behaviour apply to worksites, and students are expected to comply with the general requirements of the school's code of conduct.
  - 1.3 Parental Permission
    - 1.3.1 For worksites covered by WCB, the appropriate District form shall be completed and signed prior to worksite activity.
    - 1.3.2 For worksites not covered by WCB, a school permission form shall be completed and signed prior to worksite activity, including statements regarding.
      - 1.3.2.1 The "employer's" agreement to "employ" and supervise the student, and the student/parent agreement to be under the supervision of the "employer". This includes the "employer's" responsibility to provide any necessary safety notification or training.
      - 1.3.2.2 The understanding that it is the parent's responsibility to provide or arrange safe transportation and/or accommodation (if necessary).
      - 1.3.2.3 Notification that the district does not assume liability for the actions of the student or the "employer."
      - 1.3.2.4 The length, time and date(s) of the placement.
    - 1.3.3 Additional permission forms may be required by the organization. If approved by school personnel, these shall be completed and signed prior to worksite activity.
  - 1.4 Work experience activity, including student-operated businesses, shall exclude specific activity that is racist or sexist, or that promotes illegal activity or violence.
  - 1.5 Work experience placements shall not affect either the job security of any employee of the employer, or the employer's hiring and assignment practices.
  - 1.6 School personnel may deny the student request for particular work experience placements that are, by their nature, hazardous or dangerous.

## 2. Projects

- 2.1 Student work experience projects may be done in cooperation with such outside public agencies or organizations as municipalities and service clubs.
- 2.2 The teacher in consultation with the principal of the school involved, is responsible for determining that the proposed project is appropriate in meeting the objectives of the program.
- 2.3 Once a project is deemed acceptable, a formal proposal will be prepared by the principal detailing the costs of the project's materials which are to be supplied by the other agency. This proposal is then presented to the other agency for acceptance, with a copy to the Superintendent and to the Secretary-Treasurer.
- 2.4 A minimum donation to the school may be required to cover the incentive component of the project if an incentive program is utilized.
- 2.5 Necessary materials may be delivered directly to the project site by the other agency or purchased by the Director of Operations, who will in turn bill the other agency.

Reference: Sections 20, 22, 65, 75, 85 School Act  
Workers' Compensation Act  
Workers' Compensation Coverage Order OIC344/11  
Graduation Program Order M302/04  
Work Experience Order M237/11  
Policy Circular 95-05 Earning Credits in Career Programs Program  
Guide for Ministry-Authorized Work Experience Courses  
Secondary School Apprenticeship Program Guide  
Special Education Services: A Manual of Policies, Procedures and Guidelines

Adopted: June 2021



## THE EVERGREEN CERTIFICATE (SCHOOL COMPLETION CERTIFICATE)

### Background

The Evergreen Certificate (School Completion Certificate) is based upon Ministerial Orders and Regulations under the *School Act* and recognizes the accomplishments of school completion for students with Ministry of Education designations who have succeeded in meeting the goals and objectives of their individual education program (IEP).

### The Evergreen Certificate

- Is awarded to students with a Ministry of Education special needs designation.
- Demonstrates that the student has successfully achieved the goals as set out in their Individual Education Plan and has had appropriate attendance.
- Parents must be consulted prior to putting a student on an Evergreen pathway and must be advised that this pathway will not meet the criteria for a Dogwood Diploma.
- Is not designed as a graduation credential.
- Is insufficient for direct entry into most post-secondary programs.

### Procedures

#### 1. Achievement of the Evergreen Certificate

To be eligible to receive a Ministry of Education Issued Evergreen Certificate students must meet the following criteria:

- 1.1 Students must be enrolled in Grade 12 in a district school.
- 1.2 The student must complete the goals and objectives of their individual education plan(IEP). The education plan may include goals in the following areas.
  - Individualized/functional Academic.
  - Self Determination and Independence.
  - Employability Skills.
  - Personal Health.
  - Transition Planning.
- 1.3 Show evidence of completing up to eighty (80) hours of physical activity in their final school year at school, at home, or in the community. The physical activity may be defined as participation in one or more physical activities which could include physiotherapy, community-based activities, Special Olympics, adapted or regular physical education courses.
- 1.4 Show evidence of completing up to thirty (30) hours of work or volunteer experience. The experience could be in school, supported work experience in the community or independent work experience. The experience is to be documented with letters of reference as appropriate.

2. Principles will ensure that:
- 2.1 When criteria is met the school submits the demographic data for the student to the Ministry of Education, including the date when the student met the goals of their educational program. The Ministry will then prepare and distribute to the school the Evergreen Certificate for authorized signature and distribution to the student. (See Ministerial Order 205/95).
  - 2.2 The school submits the list of names of the students who have been recommended to receive the Evergreen Certificate (names and student PIN) in June of each year.
  - 2.3 Students who are continuing in the district for an extra year to complete IEP goals must not be issued the Evergreen Certificate until the end of their final year.

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

Adopted: June 2021



## REVIEW OF FINAL GRADES

### Background

Students and/or parents have a right to appeal final grades awarded.

### Procedures

1. The review process must include the following features.
  - 1.1 The necessary prerequisite for any review will be a meeting between the student and/or their parents with the teacher who has assigned the grade.
  - 1.2 The student and/or parents must be heard during the review.
  - 1.3 The teacher assigning the grade must be heard during the review.
2. All decisions made during the review, if they qualify, will be subject to appeal under Board Policy 9 – Appendix A

Reference: Sections 17, 20, 22, 65, 85, School Act  
School Regulation 265/89  
Permanent Student Record Order MO 82/09 Required  
Areas of Study Order MO 295/95 Student Learning  
Assessment Order MO 60/94  
Student Progress Report Order MO 191/94  
K-12 Education Plan and Guidelines for Student Reporting

Adopted: June 2021



## GRADUATION FUNCTIONS – SECONDARY SCHOOL

### Background

The district recognizes the significance and importance of the official graduation ceremonies in which the students, parents, teachers and the community participate with great pride.

The district encourages and supports the planning by students, staff and school administration of the annual official graduation ceremonies.

### Procedures

1. The principal is authorized to organize and present the graduation ceremonies.
2. Unofficial activities are not sanctioned under this Operational Procedure. The organization of such activities in school time or on school premises is prohibited.
3. The District supports the concept of “dry-grad” being organized as a joint school and community event.
4. The district supports the use of community facilities for graduation events.
5. It shall be the practice of the District that financial assistance shall be given to graduating classes at the Senior Secondary Schools in the amount of five hundred dollars (\$500.00) per school per year.
6. It shall be the practice of the Board of Education to provide a gift of a value not to exceed \$200.00 for each graduating student.

Reference: Sections 17, 20, 22, 65, 85 School Act  
School Regulation 265/89  
Education program Guide Order M333/99  
Graduation Program Order M302/04  
Required Areas of Study in an Education Program Order M295/95

Adopted: June 2021



## HOME SCHOOLING

### Background

The Province of British Columbia affords parents the right to provide their children with an educational program at home rather than in a school setting.

The district, in recognizing this right, will provide support and materials as provided for in the *School Regulation 265/89*. The district may also provide services and materials as requested, as long as the services and materials provided to enrolled students are in no way diminished or restricted.

To be eligible for services, parents shall register as a homeschooler in the catchment age-appropriate school to their home and may provide a written request to the Superintendent should they wish to register in another school. Homeschoolers can participate in sports teams and extra-curricular activities associated with the school.

### Procedures

1. Evaluation and Assessment
  - 1.1 Home school parents are eligible for;
    - 1.1.1 Assessment normally provided by the local school following standing procedures.
    - 1.1.2 Participation in government examinations at the school of choice following standard government examination procedures.
    - 1.1.3 Standardized testing and/or provincial assessment in accordance with established District and/or provincial procedures.
2. Access to Materials
  - 2.1 Home school parents are eligible for;
    - 2.1.1 Textbooks provided on loan to the student in a manner to be determined by the principal.
    - 2.1.2 Library books provided on loan to the student in a manner consistent with District practice.
    - 2.1.3 Some material provided on loan through the local school in a manner determined by the Superintendent.
    - 2.1.4 Materials not returned or continually returned in damaged condition may results in certain privileges being denied with the exception of materials that are authorized and recommended by the Minister.
    - 2.1.5 Equipment may be not rented or loaned.

Reference: Sections 2, 3, 12, 13, 22, 65, 85 School Act  
School Regulation 265/89

Adopted: June 2021



## STUDENT TRAVEL (FIELD TRIPS)

### Background

The district recognizes and supports educational opportunities outside the school environment.

Student travel significantly contributes to student learning by:

- Developing and engaging a variety of learning styles
- Creating new relationships
- Promoting cultural and/or heritage development
- Honoring diversity of ability and perspective
- Reinforcing and/or extending conceptual understanding
- Promoting lifelong learning
- Providing learning experiences in alternate environments
- Offering a broad range of curricular and extra-curricular opportunities
- Providing opportunities that are not normally available to students.

### Procedures

1. Principles
  - 1.1 All student travel is optional and designed to enhance educational programs.
  - 1.2 Any student not participating in a field trip must have an education program provided while classmates and teacher are away.
  - 1.3 Successful learning experiences from student travel require a well-defined purpose, planning and organization.
  - 1.4 Early planning and consultation with parents and staff is essential.
  - 1.5 Travel opportunities, whether required or optional, support and extend student learning. Curricular alignment is desirable but not a restriction.
  - 1.6 All trips are to be accessible to all students. School procedures will include inclusionary practices.
  - 1.7 Costs must not be a barrier to involvement. The district and school shall have common procedures in communicating with parents and shall be proactive in planning support.
  - 1.8 Preference shall be given to student travel experiences that occur close to the Nass Valley. Long distance travel opportunities shall be limited and held to a higher level of accountability and scrutiny than those of shorter distances or duration.
  - 1.9 Student safety is of paramount concern and is a determining factor in planning and implementation.

- 1.10 It is the policy of the Board that professional drivers are to be utilized to transport students to the greatest extent possible. Transportation using privately owned vehicles is to be kept to a minimum. Further guidance on transportation for student travel is found in Appendix B.
- 1.11 The extra time and financial commitment being requested must be balanced by the educational benefits of the travel experience.
- 1.12 The district neither endorses nor supports international travel designed for vacation purposes.

### **Definition and Limits**

“Local Low Risk Off-site Activities” refers to those activities of short duration where student transportation is not required. Examples include a trip to a local point of interest or business, or an outdoor activity where there is minimal risk of student injury. Additional supervisors may or may not be required, at the discretion of the principal.

- “Same-day Travel” refers to student travel where the scheduled commencement and completion of the travel both occur within the same day.
- “Overnight Travel Within British Columbia” refers to student travel for participation in sports competitions as well as all other curricular and co-curricular field trips, where the scheduled start and finish of the travel involves overnight accommodation in a location other than the student’s home.
- Approval for overnight travel for primary-grade students will not be given except under exceptional circumstances.
- Travel by students in Grade 8 through 12 is limited to the areas of the School Districts 92, 82, 52, and 54.
- The district will bear the cost of transportation for travel for participation in sporting events for a maximum of five trips per year, including finals, for junior level competition, and for a maximum of six trips per year, including finals, for senior level competition.

## **2. Authorization**

- 2.1 Principals shall ensure that all student off-site activity is conducted in keeping with these procedures regarding Local Low Risk Activities, Same-day travel, and overnight travel.
- 2.2 Principals may develop written school level procedures to supplement or enhance these Operational Procedures, provide they are approved by the Superintendent.
- 2.3 Principals may approve both Local Low Risk Off-site activities and same-day travel within the parameters of this Operational Procedure.
- 2.4 The assessment of whether something constitutes ‘low-risk’ activity may be made in consultation with the Superintendent.
- 2.5 Student Travel Request Forms and Elementary School Walking Trip Permission Forms, as well as all other relevant forms are to be completed and retained at the school.
- 2.6 Principals shall provide approval-in-principle for overnight travel requests and submit those requests to the Superintendent for final approval. The Superintendent has the authority for final approval of overnight travel within British Columbia.

- 2.7 All forms and relevant documentation for overnight travel are to be completed and sent to the Superintendent, with copies of originals retained at the school.

### 3. School Level Procedures

#### 3.1 Development

Principals shall develop written school procedures regarding local, same day, and overnight travel. The development and review of such procedures shall include discussion and consultation with teaching and support staff, and parents.

#### 3.2. Conformity to Existing Policies, Procedures and Directives

School procedures and practices shall conform to all relevant Board or management policies, procedures, and directives, including but not limited to, fees, applicable water safety, outdoor education/travel, non-scheduled transportation of students, and first aid. Where contradiction exists, the Board or management policies, procedures or directives shall take precedence.

#### 3.3 Criminal Record Check Requirements and Age Requirement

3.3.1 All supervisors, including volunteers, must undergo and clear a criminal record check. This procedure is extended to include primary host billets.

3.3.2 Principles have decision-making authority on matters of supervision. Supervisors who are not employees of the district shall be mature adults.

#### 3.4 Site-Specific Nature of School Procedures

School procedures are not intended to replace or reiterate existing Board or management policies, procedures, or directives. They are intended to develop a framework, within the parameters of this Operational Procedure, where each schoolcommunity may better reflect the age level of the students, the geographic location of the school, and any site-based characteristics of the school community.

#### 3.5 Content

School and district procedures shall include, but shall not be limited to:

3.5.1 A statement on the philosophical principles underlying travel of this type, including the requirement to balance educational benefit with cost, time and distance travelled.

3.5.2 A statement on the process to be utilized in reviewing the Operational Procedure, with a formal review occurring not less than once every three years.

3.5.3 A statement regarding parent permission.

All same-day travel, including local low-risk activities, will require informed parent consent. Variations may be made on the method and type of parent permission, dependent upon students' ages, the nature of the activity, and proximity to the school site.

A signed, general permission form signed by parents for **local low risk activities** at the beginning of a school year for activities not including transportation is permissible; however, parents must be informed of any planned activities at least two days before they occur.

**All travel involving transportation of students** requires written parent permission for the specific activities and dates planned.

Parents and students shall be informed of the following prior to departure:

- 3.5.3.1.1 The purpose/rationale for the travel.
  - 3.5.3.1.2 The departure and arrival time, as well as a detailed itinerary.
  - 3.5.3.1.3 Pre-planning: consideration for reasonable planning time, i.e., early communication with parents, sufficient time for criminal record check procedures, time for parents' advisory council (PAC) to effectively support the endeavor.
  - 3.5.3.1.4 The name, location and telephone number of accommodations(s).
  - 3.5.3.1.5 Anticipated costs including types of meals.
  - 3.5.3.1.6 Special equipment, supplies, or clothing that is to be brought.
  - 3.5.3.1.7 Responsibility for safekeeping and expenditure of monies (dependent upon student age or maturity).
- 3.5.4 A statement on the level and type of adult supervision that reflects the nature of the activity, the distance to be travelled, the time to be spent, and the composition of the student group (including gender and any special needs).
- 3.5.4.1 The minimum level of adult supervision for **same-day travel** shall be:
    - Elementary (Grades K-7): 2 adults per class
    - Secondary (Grades 8-12): 1 adult per class
    - **If a student requires 1:1 adult support, this is in addition to the above.**
  - 3.5.4.2 The minimum level of adult supervision for **overnight travel** shall be:
    - Elementary (Grades K-7): 1 adult for every 8 students
    - Secondary (Grades 8-12): 1 adult for every 12 students
    - **If a student requires 1:1 adult support, this is in addition to the above.**
- 3.5.5 All supervisors who are not district or school staff, including volunteers, must undergo and clear a criminal record check. This procedure is extended to include primary host billets.
- 3.5.5.1 The district is not responsible for the cost of conducting criminal-record checks.
  - 3.5.5.2 Principals have decision-making authority on matters of supervision.
  - 3.5.5.3 Supervisors who are not employees of the district shall be mature adults.
  - 3.5.5.4 School principals must communicate to each supervisor or chaperone their roles and responsibilities. This information will also be attached to the school procedures on overnight travel.

- 3.5.6 A statement reflecting the inclusionary practices of the district as related to school travel. School practice will limit or remove barriers to involvement for students with special needs.
- 3.5.7. A statement regarding medical conditions and appropriate precautions including first aid.
  - Travel involving outdoor education, hiking, water activity, or to remote areas, shall include supervisors trained in first aid.
- 3.5.8. A statement regarding the applicability of the school's code of conduct, including action to be taken in circumstances where the code has been breached.
- 3.5.9. A statement regarding the use of the district-approved Parent Consent and Waiver form and the Field Trip Consent form for appropriate activities
- 3.5.10 A statement that a detailed itinerary and a copy of any procedures for the students pertaining to the activity will be attached to the appropriate consent form signed by parents.

4. Travel for Work Experience

- 4.1 Travel for work experience credit shall not be considered to be part of this Operational Procedure.

5. Student Transportation by Bus

- 5.1 All approved sports, curricular, and extra-curricular travel will normally be transported by a Board approved vehicle and a professional driver. A professional driver is one who has a Class 2 or Class 4 driver's license and is employed as a driver transporting passengers on a daily basis.
- 5.2 A School District No.92 (Nisga'a) school bus will be the first option for all travel.
- 5.3 If a local school bus is not available, then a contractor will be hired by the Director of Operations, on behalf of the school.

6. Use of Private Vehicles

- 6.1 The use of private-owned passenger vehicles for student travel may occasionally be required when the preferred option (use of buses) is unavailable. In such an event, it is the responsibility of the principal to ensure that;
  - 6.1.1 The driver is at least 21 years of age and holds a valid Class 5 driver's license, a copy for which is to be retained on file at the school.
  - 6.1.2 The driver has successfully passed a Criminal Record Check.
  - 6.1.3 The driver provides proof of being free of at-fault accidents for at least three years, in the form of a driver's abstract, a copy of which is to be retained on file at the school.
  - 6.1.4 The vehicle is insured with third party and passenger liability insurance in an amount no less than \$3,000,000, accident benefits as required by law, collision or upset insurance, and comprehensive coverage.

- 6.1.5 In all cases, the vehicle owner's insurance is primary or first loss insurance. It is the responsibility of the owner to advise his insurer of the possible use of the vehicle to transport students and determine the nature of exposure.
- 6.1.6 Written parental consent has been obtained for each student being transported by private vehicle, a copy of which is retained on file at the school.
- 6.1.7 Two copies of an accurate passenger list are to be made: one to be retained in the vehicle, and one to be retained on file at the school.
- 6.2 The School District does not accept responsibility for any damage to the vehicle in the event of an accident, nor for the deductible, loss of insurance rating or discount, or loss of use.
- 6.3 It is the responsibility of the owner and the driver to ensure that to the best of their knowledge the motor vehicle is in good mechanical condition, is equipped with appropriate tires for road conditions, as well as chains, where appropriate.
- 6.4 It is the responsibility of the driver to ensure that all passengers are wearing seat-belts, and that no child under the age of 13 shall occupy the front passenger seat in a vehicle that is equipped with an airbag.
- 6.5 It is the responsibility of the driver to ensure that there is no smoking inside the vehicle.
- 6.6 It is the responsibility of the driver to remain free from impairment by the use of alcohol, other restricted substances, and any medications that might impair judgement, while transporting students.
- 6.7 It is the responsibility of the driver to operate the vehicle safely and lawfully, at all times.
- 6.8 All drivers are responsible for transporting children in an age/weight-appropriate child restraint device until the child reaches their 9th birthday OR 145 cm (4'9") in height (whichever comes first).
  - 6.8.1 Booster seats are for children who are under 9 years of age AND over 18 kg. (40 lb.) in weight and should be used until the child reaches 9 years of age OR a height of 145 cm (4'9").
  - 6.8.2 Drivers will comply with all child restraint requirements, as follows:
    - Children under 18 kg. (40 lb.) are to be secured in a child car seat with a harness.
    - Children who weigh at least 18 kg. (40 lb.) are to be secured as indicated below until the child reaches their 9th birthday OR 145 cm (4'9") in height, whichever comes first, either:
      - In a booster seat, in a seating position equipped with a shoulder harness **OR** in a lap belt only (no booster), if a seating position equipped with a shoulder harness is NOT available in the vehicle.
    - Children who are at least 9 years of age to 16 years are to be secured:
      - In a seating position equipped with a shoulder harness **OR** in a lap belt, if a seating position equipped with a shoulder harness is not available in the vehicle.

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

Adopted: June 2021



## EXTRACURRICULAR PROGRAMS

### Background

The District supports extracurricular athletic and non-athletic programs as an integral part of a student's school experience. Such programs are not part of the prescribed school curriculum; therefore, student participation is voluntary and contingent upon students adhering to the standards outlined in each school's Code of Conduct which must adhere to the District's Code of Conduct.

### Procedures

1. All extracurricular programs require an adult supervisor approved by the principal. Principals are responsible to determine if volunteer coaches and supervisors possess the requisite skills necessary to ensure the safe supervision of students.
2. Principals will provide oversight to ensure adequate safety precautions and supervision is in place.
3. Students who take part in extracurricular programs and activities must maintain an acceptable level of academic performance and behaviour. Students may be suspended or removed from extracurricular participation if academic performance and/or behaviour are not at an acceptable level determined by the principal.
4. Participation in athletic and non-athletic programs must meet requirements of governing local, provincial, and national bodies (if applicable).
5. To participate in school and interschool athletics, each student athlete must submit a signed Student-Athlete Code of Conduct Form, and their parents must submit a signed Parent Acknowledgement Form.
6. Principals will ensure that all coaches and supervisors are aware of Code of Conduct requirements and safety expectations for the program or activity they are supporting/supervising.
7. Extra-curricular activities should be accessible to all students, as much as is practicably possible, and as long as they comply with the expectations established around participation.
8. Students are expected to pay for hotel, meals, and some travel costs. Fundraising to reduce these costs is encouraged.

Reference: Sections 8, 17, 20, 22, 65, 75, 85, 177 School Act

Adopted: April 2022

# Student Health, Safety and Well-being

## Operational Procedures



## PROTECTION OF STUDENTS AND MAINTENANCE OF ORDER

### Background

These Operational Procedures are intended to prevent the disruption of schools and school functions, and to ensure the protection and safety of students and staff. They enable a principal or other school district administrator to direct a person to leave school property and to prevent the person from returning without the prior approval of the principal or administrator.

The principal or school district administrator may call for assistance from law enforcement, if necessary, because a person who contravenes Section 177 of the School Act, by disrupting the proceedings at a school, commits an offence.

### Purpose

The purpose of providing this authority to principals and school district administrators is to maintain order on school premises and to ensure the protection of students and staff.

Orders under Section 177 may be used in a variety of circumstances, including preventing strangers who present a threat to the safe and efficient operation of a school from accessing school property, addressing circumstances involving disruptive, threatening, or unruly parents, students, staff, or volunteers, or taking steps to address harassment (of parents, students, or staff) within a school or school community.

### Authority

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

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

It is important to note that these procedures and the authority granted under Section 177 are to be used only in exceptional circumstances, where there is a risk to student/staff safety or significant and ongoing disruption to the educational programs offered by the school.

Those persons within the school district who have authority to direct individuals to leave school property under the terms of section 177 of the School Act within School District 68 are:

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

### Procedures

#### 1. Immediate Verbal Direction

The following procedures are to be followed when dealing with unwelcome visitors to the school and any school function.

In the normal course of events, an administrator should be the person provide direction to unwelcome visitors, intruders, or those disrupting school events.

In the absence of an administrator, any employee may take reasonable steps to ensure the safety and well-being of students.

- 1.1 Any person who is in the school building without a legitimate purpose or who is disrupting or interrupting the proceedings of a school or school function, may be asked to leave. That request must be made before the RCMP are called.
- 1.2 Wherever possible, the principal or vice-principal should be the person who directs the visitor to leave the building or grounds, and a witness to the request should be present whenever possible.
- 1.3 An employee who encounters an unwelcome visitor should notify the school administration. The employee should direct the visitor to leave only if the principal or his or her delegate is not available. A witness should be present whenever possible.
- 1.4 The person who makes the request that the visitor leave shall document the request showing the date, time, reason, and the name of the witness. Copies shall be filed in the school office and at the superintendent's office.
- 1.5 The person directed to leave should be told that they may not return.
- 1.6 School personnel should not attempt to interview the disruptive individual(s), as this may constitute a violation of their rights.
- 1.7 If the visitor refuses to leave, the RCMP should be called for assistance.
- 1.8 If the visitor is or appears likely to become violent, the RCMP should be contacted at once.

## 2. Formal Exclusion Order

Where an authorized person is issuing an exclusion order from school property under section 177 of the School Act, the following procedures will apply:

- 2.1 Where practicable, provide prior notice to the superintendent or assistant superintendent of the intention to issue an exclusion order under section 177.
- 2.2 If necessary, call for assistance from the RCMP if the person refuses to leave after being directed to do so or if there is reason to be concerned about a threat from the individual.
- 2.3 Report the incident to the superintendent, assistant superintendent or designate.
- 2.4 Provide written notification to the excluded person as soon as possible, including reasons for and length of exclusion, date for review, and information about avenues of appeal (boards may wish to develop a template letter for use by school administrators).
- 2.5 Document the incident, including the following information at a minimum:
  - Name of school.
  - Date, time, and location of incident or incidents.
  - Description of incident or incidents (i.e., what happened, who was involved, etc.).
  - Name (and contact information, when possible) of person excluded under section 177.
  - Name of principal or other administrator who directed the person to leave school property.
  - Length of exclusion.
  - Means of delivering the exclusion order letter.
  - RCMP file number for the incident (if a file was opened by the RCMP) and name of the attending officer.
  - Date for review.
  - Name of person completing document.

2.6 Submit a copy of this report to the superintendent's office.

2.7 File a School's Protection Program incident report.

3. Appeal Procedure

An exclusion order issued pursuant to section 177 may be appealed using School District 92 (Nisga'a) Policy 9, Appendix A, which is congruent with Section 11 of the School Act.

Any information in relation to a section 177 order will only be collected, used or disclosed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act. Such information may be collected to ensure that school district authorities can maintain a safe, orderly, and effective educational environment at schools and on school district property.



## SUPERVISION OF STUDENTS

### Background

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

### Procedures

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

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

Adopted: June 2021



## STUDENT BEHAVIOUR AND DISCIPLINE

### Background

The public education system exists to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic, and pluralist society and a prosperous and sustainable economy. In addition, the mission of the district is to work with students, families, staff and communities to ensure every student within the Nisga'a Nation graduates and leaves the school system with a strong sense of identity, embedded in their language and culture, a sense of self-reliance and self-determination, a strong sense of place, and a sense of belonging.

To successfully fulfil the mandate of the public education system and the mission of the district, schools and services must operate in a healthy, secure, safe and orderly environment. The district recognizes that appropriate student behaviour, based on Sayt K'ilim Goot (the belief in One Path, One Heart, and One Nation), and grounded in respect for self, for others, and for property, is fundamental to accomplishing this mandate and mission.

In the provision of a healthy, secure, safe and orderly environment, in the development of the concept of the school as an integral part of the Nisga'a Nation and way of life, and in the obligation to fulfil the educational mandate and mission of the district there will be occasions where individual rights may be limited and/or restricted. In determining and acting upon these limitations and/or restrictions, employees are required to utilize judgment, exercise fair procedure, and clearly communicate student entitlements and responsibilities.

### Procedures

#### 1. Jurisdiction and Authority

##### 1.1 Jurisdiction

Students have the responsibility to comply with district and school behavioural procedures during the following:

- 1.1.1 At all school or district activities wherever and whenever held.
- 1.1.2 When utilizing district property including, but not limited to, desks, lockers, storage areas, filing cabinets, equipment, textbooks and other learning resources. Such property may be subject to searches, where practicable, by two or more appropriate adults.
- 1.1.3 When travelling to and from school or site utilizing transportation provided by the district.
- 1.1.4 When travelling from the school or site to attend a school or district event or activity.
- 1.1.5 When travelling to and from school or site and at lunch or other breaks when such off-site conduct has a clear connection to the operation of the school, has an impact on the safety and security of other persons, or adversely affects the relationship between the school and community.

- 1.1.6 When engaging in off-site activities, whenever and wherever held, that are directly linked to or resulting from events and relationships primarily developed at school and are of such severity to have a direct and negative impact on other students or employees to function at school or work.
- 1.2 Authority
  - 1.2.1 The principal, and in his or her absence, the vice-principal, is responsible for the overall administration and supervision of the school and shall exercise paramount authority in matters concerning student behaviour, conduct and discipline.
- 1.3 Procedural Fairness (Due Process)
  - 1.3.1 Employees shall utilize procedural fairness in matters regarding student discipline and shall develop and enforce rules and procedures in a fair manner. Employees shall clearly inform students of rules and expectations, treat students with respect, inform students of any transgressions and keep records of serious and/or repetitive misbehaviour. Employees shall provide reasonable and appropriate sanctions, giving reasons for such action, and principals shall develop procedures for the review of imposed sanctions.
  - 1.3.2 Pursuant to Section 11 School Act, Policy 7 allows for appeals where a decision “significantly affects the education...” of the student. Under most circumstances, it is only suspensions in excess of ten days that would be considered to have a “significant” effect.
- 1.4 Parental Involvement
  - 1.4.1 Parents shall, within the provisions of the school’s code of conduct, be informed of potential issues at the earliest time possible and be involved with students, in an age-appropriate manner, in seeking solutions at the earliest time practicable.
- 1.5 Code of Conduct
 

All principals shall establish a code of conduct or similar document outlining student entitlements and responsibilities, describing processes, and explaining sanctions. Codes of conduct may be developed as a school of community and include staff entitlements and responsibilities as well. This document shall:

  - 1.5.1 Be established and revised after consultation with the staff, the parents’ advisory council and, when appropriate, students.
  - 1.5.2 Follow but not exceed the guidelines of the District Code of Conduct.
  - 1.5.3 Be reviewed on a regular basis and not less than once every two years.
  - 1.5.4 Be available in written form and be communicated in a clear manner to students, staff and parents.
  - 1.5.5 Include provisions for discretion in assessing disciplinary consequences, particularly for those students with recognized special needs.
  - 1.5.6 Be linked to the school’s mission statement.
  - 1.5.7 Include the provision for proactive programs, involvement of parents and the concept of the school as a community requiring respect and cooperation.
  - 1.5.8 Include provisions for fair procedure (due process).

- 1.5.9 Include provisions for alternatives to student suspensions, including but not limited to community mentoring, meetings between parents of “offenders” and “victims”, student-based review systems, public student acknowledgment of the impact of his/her behaviour on others, parent attendance programs, school and/or community work or service, research or after school projects, counselling, and conflict resolution or anger management programs.
- 1.6 Case Review Committee
  - 1.6.1 This Committee operates under the direction of the Superintendent and reviews cases referred by school-based administrative officers, District staff, community agency personnel, or occasionally at the request of the Superintendent. The student, parent and, if desired, an advocate, may attend the meeting, and the participation of employees or community service providers is at the discretion of the Chair.
  - 1.6.2 The Committee may determine alternate educational placements (transfers) as part of an overall education plan on a full-time or temporary basis, and may determine partial attendance programs, as well as recommending or extending suspensions.
- 1.7 Partial Attendance Programs
  - 1.7.1 Principals and/or the Case Review Committee may determine partial attendance programs normally associated with excessive disruption or risks to the health, safety and/or security of the student, other students, employees, or other adults and/or children.
- 1.8 Students Sixteen Years of Age or Older
  - 1.8.1 Where a student who is sixteen years of age or older is in continual breach of this Operational Procedure and the school’s code of conduct, the principal may give written due warning, provide reasonable expectations for continued enrolment and meet with the student and parents.
  - 1.8.2 If, within a reasonable period of time, the student fails to provide reasonable efforts to reform, the principal may inform the student and parents that he or she has withdrawn the student and that the student and/or parents may contact the Superintendent if they wish to appeal the action taken.
- 2. Attendance/Achievement
  - 2.1 Entitlements
    - 2.1.1 All students and parents are entitled, within the limitations of custodial orders and procedure, to receive current information regarding achievement and attendance and to receive assistance when required. Such assistance may be during or after school time and may also be limited to the provisions of this Operational Procedure.
    - 2.1.2 All students are entitled to attend classes or access services, and all employees are entitled to work, in an environment with a minimum of disruption to atmosphere and instruction through unacceptable tardiness and absence and lack of effort.
    - 2.1.3 All employees are entitled to provide instruction, organization and direction to students to maximize attendance and achievement.

## 2.2 Responsibilities

### 2.2.1 Student Responsibilities

With regard to matters of attendance and achievement, students are expected to:

- 2.2.1.1 Attend all classes and/or services except when ill, when there is illness or affliction in the family, when there is a danger to health, when on school sanctioned activities or when other unavoidable causes make attendance impractical.
- 2.2.1.2 Make a concerted, sustained, and positive effort in all classes, contributing and working to the best of their ability.
- 2.2.1.3 Make up work for unacceptable absences without an automatic obligation on the teachers to provide additional instruction and/or assessment.
- 2.2.1.4 Respect the entitlement and responsibility that employees have to instruct, organize and direct activity to maximize achievement and attendance and comply with such activity.
- 2.2.1.5 Provide, upon request of a teacher or administrative officer, a written explanation of tardiness or absence from their parent.
- 2.2.1.6 Attend classes and/or services with the appropriate materials, supplies and equipment.

### 2.2.2 Staff Responsibilities

With regard to matters of attendance and achievement, staff are expected to:

- 2.2.2.1 Monitor, report and maintain records of attendance and achievement as per school/site procedures as determined by the principal.
- 2.2.2.2 Provide attendance and achievement information to parents as per school/site procedures as determined by the principal.
- 2.2.2.3 Provide appropriate instruction/assessment services for students who have acceptable absences in accordance with school/site procedures.
- 2.2.2.4 Actively encourage the regular attendance of students, and regularly inform and assist students toward meeting such expectations.
- 2.2.2.5 Establish rules and expectations regarding attendance and achievement consistent with school and District procedures.
- 2.2.2.6 Actively promote, encourage, and assist students to achieve their maximum potential.

## 2.3 Parent Role

With regard to matters of attendance and achievement, school staffs anticipate that parents will:

- 2.3.1 Encourage student attendance, punctuality, and achievement.
- 2.3.2 Inform the school of student absences and the reason for such absence in accordance with school procedures.

- 2.3.3 Communicate with teachers regarding planned absences that are not a result of illness, affliction, health, or unavoidable causes. Such communication is to occur well in advance to provide sufficient time for discussion and resolution. It is recognized that it is not possible for employees to provide equivalent instruction, assessment and service during parent generated absences, particularly those of a lengthy duration.
- 2.3.4 Provide, upon request of a teacher or administrative officer, a written explanation of tardiness or absence.

3. Health, Security, Safety

3.1 Entitlements

- 3.1.1 All students are entitled to learn, and all employees entitled to work, in a safe, healthy, and secure environment.
- 3.1.2 All students are entitled to learn, and all employees entitled to work, in an atmosphere free from tobacco, alcohol and narcotics and related substances.
- 3.1.3 All students are entitled to report violations free from ridicule or retaliation. Employees may provide anonymity if necessary.

3.2 Responsibilities

3.2.1 Student Responsibilities

With regard to matters of health, security and safety, students are expected to:

- 3.2.1.1 Respect the beliefs and values of fellow students, employees, and other adults.
- 3.2.1.2 Comply with the instruction and direction of employees and other adults providing service to the school and/or District.
- 3.2.1.3 Refuse to engage in or be knowingly involved in the possession, consumption, promotion, sale or provision of tobacco products, alcohol, narcotics or related substances or paraphernalia.
- 3.2.1.4 Respect the property of fellow students, the public, employees, and all others, and refuse to engage in willfully damaging or taking such property.
- 3.2.1.5 Respect the safety and security needs of fellow students, employees and other adults when communicating verbally, non-verbally or in written, electronic, or visual-display form.
- 3.2.1.6 Refuse to engage in bullying, physical, emotional, or sexual intimidation and/or harassment, or any form of communication that advocates racial, ethnic, religious or gender-oriented violence, intolerance and/or hatred.
- 3.2.1.7 Refuse to engage in, promote, or be a willing and predetermined spectator to fighting and physical assault.
- 3.2.1.8 Commit to non-violent means of resolving disputes and refuse to engage in fighting, assault, bullying and intimidation.
- 3.2.1.9 Dress in a manner that does not pose a health or safety concern, promote, or signify violent intent or illegal acts, cause damage to property, or not appropriate to the educational mandate of the school.

### 3.2.2 Staff Responsibilities

- 3.2.2.1 Ensure that school rules are communicated to students.
- 3.2.2.2 Promote a safe, healthy, and secure environment by monitoring student behaviour, and, if necessary, enforcing school rules and policies in classrooms, hallways, libraries, gyms and grounds and at school activities whenever and wherever held.
- 3.2.2.3 Actively and sensitively listen to student concerns regarding health, security and safety issues and respond and/or refer appropriately.
- 3.2.2.4 Promote non-violent means of resolving disputes and model respectful behaviour and communication.
- 3.2.2.5 Ensure that classroom rules are consistent with school rules and procedures.

### 3.3 Parent Role

With regard to matters of health, security or safety issues, school staffs anticipate that parents will:

- 3.3.1 Provide or arrange for student transportation home when there is a serious breach of health, safety, or security issues.
- 3.3.2 Encourage respectful behaviour and promote non-violent means of resolving disputes.
- 3.3.3 Inform the school regarding potential health, safety and/or security issues that the parent may reasonably know to exist.

### 3.4 Student Transfers

- 3.4.1 The Superintendent, the Case Review Committee, or the Board may transfer a student to a different school or educational program when circumstances indicate a substantial safety risk to the student in question, other students, employees or other adults or children.

### 3.5 RCMP Contact

- 3.5.1 Principals may contact the RCMP to assist with health, security, or safety issues.

## 4. Suspensions

- 4.1 Principals are encouraged to develop procedures which provide alternatives to suspensions. However, administrative officers and their designates, following fair procedure, may suspend students for breach of this regulation.
- 4.2 Suspensions for drug and/or alcohol-related activities will normally require student participation in, and completion of, a counselling program, usually conducted by community-based services.
- 4.3 Suspensions for violent behaviour will normally require student participation in, and completion of, an anger management (or related) program, usually provided by community-based services.

Reference: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 School Act

Adopted: November 23, 1999

Revised: June 25, 2019



## ACCESS TO STUDENTS

### Background

This Operational Procedure refers to access to students by external agencies, associations, and speakers beyond the relatively structured setting of the classroom or counselling/work experience offices

### Procedures

1. Those seeking access to students must recognize the following:
  - 1.1 School staff annually set goals and priorities for activities, and there must be sufficient time provided for planning and/or consultation.
  - 1.2 Schools are primarily curricular and instructional institutions following Ministry and District programs.
  - 1.3 School staff shall provide a balance of differing perspectives whenever possible.
  - 1.4 School staff have a responsibility to parents and community that the activity is appropriate.
  - 1.5 Access is limited. Groups must understand that the demand for access far exceeds available time and resources.
2. Access to Students – Hiring of Professional Performers:
  - 2.1 Principles have the authority to hire professional performers at their discretion.

Reference: Sections 9, 17, 20, 22, 65, 79, 85 School Act Child,  
Family and Community Services Act Health Act

Adopted: June 2021



## SEXUAL ORIENTATION AND GENDER IDENTITY

### Background

The Board of Education's Board Governance Policy 9 is based on the principles of respect, acceptance, safety, and compassion. It creates an expectation that the Nisga'a Vision for Education and the protections provided by the British Columbia Human Rights Code will create an environment in which both students and staff will feel safe, healthy, and well as members of the Nisga'a learning community.

As such, the district is committed to establishing and maintaining a safe and positive learning environment for all students and employees including those who self-identify as a member of a sexual minority [including but not limited to those who identify as lesbian, gay, bisexual, transgender, transsexual, two-spirit, queer or who are questioning their sexual orientation or gender identity (LGBTQ2S+)].

The district recognizes and reaffirms its commitment to the anti-discrimination principles and values contained within the BC Human Rights Code, Canadian Human Rights Act, and Canadian Charter of Rights and Freedoms. It also recognizes the need to provide a safe environment, free from harassment and discrimination, ensuring that sexual minority students, employees, and families are treated with respect and dignity while being welcomed and included in all aspects of education and school life. Denying an individual's sexual orientation and/or gender identity is a violation of their rights to free expression and equal protection under the law.

This procedure does not anticipate every situation that might occur with respect to sexual orientation or gender identity; therefore, the needs of each person must be assessed on an individual basis with the intent to protect the rights and safety of all.

When considering aspects of this procedure, it is important to keep in mind that gender can be fluid and not binary. It is helpful to see male and female at opposite ends of the continuum of gender identity. By seeing only two genders in decisions about procedure, there is a possibility of pressuring people to conform to gender stereotypes and the social roles assigned to males and females.

### Procedures

#### 1. Conduct

All students, employees, contractors, visitors, or any other persons who use District facilities shall be expected to conduct themselves in accordance with the district's commitment to non-discrimination, human rights, and cross-cultural understanding.

1.1 All members of the School District 92 community will be sensitive to individual discriminatory attitudes and behaviours towards individuals who self-identify as a part of a sexual minority so that all people are treated with fairness and respect.

1.2 It is expected that staff and students use language and behaviour that does not degrade, label, stereotype, and incite hatred, prejudice, discrimination, or harassment towards others on the basis of their real or perceived sexual orientation or gender identification.

- 1.3 School personnel are expected to evaluate all gender-based procedures, routines, activities, rules, and ceremonies to ensure inclusive language and purpose. Language should be as gender neutral as possible.
  - 1.4 Allegations of homophobic and transphobic language, behaviour, or discrimination will be reported to the teacher/principal in the case of students, and to the immediate supervisor in the case of employees, contractors, and volunteers.
  - 1.5 This procedure covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or school/district vehicles, and at school bus stops, and pertains to the usage of electronic technology and electronic communication that occurs in the school, on school property, at school-sponsored functions and activities, on school buses or school/district vehicles and at school bus stops, as well as on school computers, networks, forums, and mailing lists.
  - 1.6 Conduct consistent with this operational procedure is considered to be a term and condition of employment for all staff.
2. Name and Pronouns
- 2.1 A student who is transitioning while at school or who has transitioned can be addressed by the name and pronoun that reflects their preferred gender identity regardless of their presentation – it is their decision. If a student's gender identity is blended or is fluid or is neither, the student may request to not be referred to with a pronoun. It is expected that schools will counsel students to be as open and transparent with home as possible.
  - 2.2 Schools have a degree of latitude in how they handle student records in the day-to-day operations of the school. A court-ordered name or gender change is only required should a student and/or parent or guardian wish to change the student's official records. See Section 4 (Official and School Records) below.
  - 2.3 When contacting the parent or guardian of a transgender student, school personnel should use the student's legal name and the pronoun corresponding to the student's sex assigned at birth unless the student or parent/guardian has specified otherwise.
  - 2.4 A student who is transitioning while at school or who has transitioned should be privately asked by school personnel as to how they want to be addressed in class, in correspondence to the home, or at conferences with the student's parent or guardian. Once declared, these preferences should be respected to consider the student's sense of well-being and security.
3. Privacy and Confidentiality
- 3.1 All persons have a right to privacy. This includes one's sexual orientation, gender identity and sex assigned at birth. Disclosing this information may violate privacy laws, such as the Freedom of Information and the Protection of Privacy Act (FIPPA).
  - 3.2 Trans status, legal name, or gender assigned at birth constitutes confidential personal information that must be kept confidential unless its disclosure is legally required or unless the individual or the parent(s)/guardian have given authorization in writing.
  - 3.3 Students' rights to discuss and express their gender identity and/or gender expression openly and to decide when, with whom, and how much private information to share will be respected. It is expected that schools will counsel students to be as open and transparent with home as possible.
  - 3.4 The district will ensure that the confidentiality of the sexual orientation and gender identity of staff will be protected. Employees will be given the support they require to do their work in a safe and respectful environment.

4. Official and School Records
  - 4.1 Schools are required, by law, to maintain a mandatory permanent record card which includes each students' legal name and legal sex, yet have a great deal of latitude in how they handle student records in the day-to-day operations of the school.
  - 4.2 The school can only change a student's official record to reflect a change in legal name or legal sex upon receipt of documentation to which such change has been made by court order, or through amendment of provincial or federally issued identification.
  - 4.3 To change a student's legal name and/or legal sex with the Ministry of Education, a legal name change and/or legal gender designation change must be submitted to the Personal Education Number (PEN) department. It is important to note that if a school adjusts a name and/or sex at the local level, this information is NOT automatically linked to the Ministry of Education.
  - 4.4 In situations where school staff or principals are required by law to use or to report a trans student's legal name or legal sex, such as for purposes of standardized testing, school staff and principals will adopt practices to avoid the inadvertent disclosure of such confidential information.
    - \* See Operational Procedure OP 173 Student Records for specific procedures.
5. Counselling and Student Support
  - 5.1 School district counsellors are trained to respond to the needs of LGBTQ2S+ students as well to the needs of students with LGBTQ2S+ family members.
  - 5.2 Schools can, in consultation with the student, work with trained support providers to formally reveal the student's gender and/or sexual orientation status to the parent or guardian in the relatively safe confines of the school. It is important to address all the potential consequences of this approach by consulting with and/or working with trained individuals familiar with such situations. Ensure that support services can be accessed if it becomes evident that the student is no longer safe to return home after the meeting.
  - 5.3 The district encourages, and will facilitate within reason, efforts in the formation of Gay/Straight Alliance clubs (GSAs) or other forms of GSAs where students or staff have come forward requesting this opportunity.
  - 5.4 Students can report incidents of harassment, bullying, intimidation, and discrimination through the Erase Bullying website. Access to this site is on each school's website or information is available through the school office.
6. Gender Segregation, Physical Education, Curricular and Extra Curricular Activities
  - 6.1 It is expected that teachers will create classrooms where students can see a commitment to creating a safe, caring and discrimination-free environment.
  - 6.2 Educators are expected to teach the curriculum in a manner that addresses the impact of discrimination and the expectation that students will treat each other respectfully. They are encouraged to include positive images and accurate information that reflects and includes LGBTQ2S+ students and families as part of honouring diversity.
  - 6.3 Schools and classrooms should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, transgender students will have the option to be included in the group that corresponds to their gender identity.
  - 6.4 Where possible, students will be permitted to participate in any gender-segregated recreational and competitive athletic activities, in accordance with their gender identity. Due

- 6.5 to issues of disclosure and safety, some students may wish to participate in a gender- segregated activity that is not aligned with their gender identity.
- 6.6 Trans students shall be provided the same opportunities to participate in physical education as all other students, shall not be asked or required to have physical education outside of the assigned class time, and shall be permitted to participate in any gender-segregated activities in accordance, with their gender identity if they so choose.
- 6.7 It is the school principal's responsibility to make the requested arrangements for these students to participate in school and extra-curricular activities and physical education. All requests/meetings/decisions must be documented and maintained in a confidential file.
7. Washroom and Change Room Accessibility
- 7.1 The district will strive to make available single stall gender-neutral washrooms at all school locations and worksites. Any new construction or renovation should consider, where possible, the incorporation of single-use facilities.
- 7.2 All students have a right to safe and private washroom and changing facilities. Students who desire increased privacy will be provided with a reasonable alternative washroom and/or changing area.
- 7.3 Students shall have access to the washroom and change room that corresponds to their gender identity.
8. District and School Community Education and Training
- 8.1 The district will provide support and opportunities for training for all staff, elected trustees, and Parent Advisory Councils to develop their knowledge, skills, awareness, and behaviours to identify and eliminate homophobic and transphobic practices and to foster dialogue that creates understanding and respect for diversity.
- 8.2 School counsellors and child and youth family support workers are often the first point of contact for students seeking emotional support and will be specially trained in culturally safe responses to LGBTQ2S+ students and student with LGBTQ2S+ family members.
- 8.3 Educators and school support staff will be provided with the tools and resources to:
- Be familiar with and know where to access the District's Sexual Orientation and Gender Identity operational procedure.
  - Have a general understanding of definitions regarding sexual orientation and gender identity.
  - Develop appropriate communication strategies to interact with LGBTQ2S+ students and their families.
  - Fully understand the concepts of protection of privacy for students and families for school vs. home.
  - Be aware of strategies and procedures for intervening with issues, such as bullying, harassment, intimidation and/or discrimination.
  - Model and teach inclusive, respectful practices that honour diversity and promote human rights.
- 8.4 School principals have the primary responsibility for ensuring that all school staff, Parent Advisory Councils and students are familiar with and understand the content of the Diversity, Equality and Equity Board Governance Policy and these procedures.
- 8.5 The district is committed to taking reasonable steps to ensure that district employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues, including sensitivity to sexual orientation and gender identity.

9. School and Community Relations

- 9.1 The District and district employees will work to increase parental awareness of the needs of LGBTQ2S+ students and/or families.
- 9.2 The District supports and encourages community partnerships that enhance the Board's commitment to inclusivity of LGBTQ2S+ students, staff, teachers, and parents.

Reference: School Act Section 65  
BC Human Rights Act  
BC Vital Statistics Act  
Freedom of Information and Protection of Privacy Act  
Canadian Charter of Rights and Freedoms  
BC School Sports Handbook Student-Athlete Gender  
The Gender Spectrum: What Educators Need to Know

Cross Reference: Board Governance Policy 9 – Student Safety, Security, Health, and Well-being

## Operational Procedure 305 - Appendix

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### Definitions:

These definitions are provided for the sole purpose of serving as a supporting resource to the District's operational procedure and are in no way inclusive of all terms and references concerning sexual orientation and gender identity. Please note some of these definitions can be imperfect and are evolving:

**Gender Binary** the view that there are only two, distinct, opposite genders.

**Gender Expression** is how someone expresses their gender, for example, through clothing, mannerisms, speech patterns, and social interactions.

**Gender Identity** refers to a person's internal, deeply felt sense of being as either male, female, something other, or in between. Everyone has a gender identity.

**Gender Expansive** refers to a person who does not conform to society's expectations of their gender role or gender expression.

**Homophobia** is the fear or hatred of, aversion to, and discrimination against homosexuals or homosexual behaviour. There are many levels and forms of homophobia, including cultural/institutional homophobia, interpersonal homophobia, and internalized homophobia.

**LGBTQ2S+** is an acronym for Lesbian, Gay, Bisexual, Transgender, Questioning and Two-Spirited people. The plus sign recognizes that not all people identify with these terms and may prefer terms such as Transsexual, Asexual, Queer, or Intersex. LGBTQ2S+ is meant to be an inclusive term for a very diverse group of people.

**Queer** is a term that is becoming more widely used among LGBT communities because of its inclusiveness. Queer can be used to refer to the range of non-heterosexual and non-cisgender people and provides a convenient shorthand for LGBT. It is important to note that this is a reclaimed term that was once and is still used as a hate term, and thus some people feel uncomfortable with it.

**Questioning** is sometimes used by those in the process of exploring personal issues of sexual orientation and gender identity, as well as choosing not to identify with any other label.

**Sexual Orientation** can cover the range of human sexuality including gay and lesbian, bisexual, transgender, two-spirit and heterosexual orientations.

**Trans or Transgender** describes a range of people whose gender identity differs from conventional expectations based on their assigned biological birth sex. Identifying as transgender or trans is something that can only be decided by an individual for themselves and does not depend on criteria such as surgery or hormone treatment status.

**Transitioning** refers to the process during which trans people may change their gender expression and/or bodies to reflect their gender identity or sexual identity. Transition may involve a change in physical appearance (hairstyle, clothing), behaviour (mannerisms, voice, gender roles), and/or identification (name, pronoun, legal details). It may be accompanied by changes to the body such as the use of hormones to change secondary sex characteristics (e.g., breasts, facial hair).

**Transphobia** is the fear or hatred of, aversion to, or discrimination against people who are transgender or who otherwise identify outside of traditional gender norms.

**Two-Spirit (2-Spirit)** is a term used by some North American Indigenous societies to describe people with diverse gender identities, gender expressions, gender roles, and sexual orientations. Two-spirited people have been and are viewed differently in different First Nations communities. Sometimes they have been seen without stigma and have been considered seers, child-carers, warriors, mediators, or emissaries from the creator and treated with deference and respect, or even considered sacred, but at other times this has not been the case.



## DISTRICT STUDENT CODE OF CONDUCT

### Background

School District No. 92 (Nisga'a) believes all students and staff have the right to learn in a kind, caring, safe, healthy, and orderly environment. All members of the learning environment are expected to conduct themselves in a manner worthy of the respect of the **Ayuukhl Nisga'a** in order to promote a safe, caring, orderly and positive school climate. This responsibility is a shared one and respectful and appropriate conduct is expected while attending any school or district related activity regardless of time or location

### Principles

The School District No. 92 (Nisga'a) code of conduct is grounded in the following principles:

- **Ksgoog at, dim kwhlixoosa'anhli lip niin (Respect yourself)** – care for you, yourself and your learning.
- **Dim kwhlixoosa'anhli silgadin (Respect others)** – consideration of others, their space, their learning and belongings.
- **Dim hooyinhl ayeem goot (Be kind/caring/considerate)** – being respectful of school and district property.
- **Haagwil huwilsim (Take your time/take care)** – following your school rules and expectations.
- **Ganwilaak'ilshl wil luu-sisgihl gandidils** – shared responsibility for respect the rights and dignity of others
- **Yuuhlimk'askw** - providing advice and/or redirection

In keeping with these principles, the School District promotes a set of desirable personal and interpersonal character traits that incorporate universal values common to all religions and ethnic-cultural groups, including respect, integrity, empathy, compassion, independence, cooperation, responsibility, and self-control.

Students are to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further to respect diversity and refrain from demonstrating any form of discrimination as set out in the British Columbia Human Rights Code, including gender identity and gender expression. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of their Nisga'a communities and broader society.

### Procedures

1. In displaying acceptable behaviour, students are to:
  - 1.1 Use their abilities and talents to gain maximum learning benefits from their school experiences.

- 1.2 Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living.
  - 1.3 Co-operate fully with everyone authorized by the district to provide education programs and other services.
  - 1.4 Comply with all applicable federal, provincial, and municipal laws, and the rules of the district and school.
  - 1.5 Account to their teachers for their conduct.
  - 1.6 Attend school regularly and punctually.
  - 1.7 Use non-violent means to resolve conflict.
  - 1.8 Treat all other students and staff with dignity, respect and fairness at all times.
  - 1.9 Contribute to a learning environment that is free from physical, emotional, and social abuse.
  - 1.10 Take appropriate measures to help those in need.
  - 1.11 Demonstrate honesty and integrity.
  - 1.12 Rules and procedures must be followed by all concerned. Busloads of students are not to be returned to school, and students are not to be put off buses other than at their destination Authority.
  - 1.13 Others and their property.
  - 1.14 School property, equipment and textbooks.
  - 1.15 Differences in ethnicity, race, religion, sexual orientation, gender identity or expression.
2. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day, during school related activities or by electronic means.

Examples of such behaviours **include, but are not limited to:**

- 2.1 Publication of any item that discriminates against a person or a group or class of persons because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.
- 2.2 Denial of accommodation, service or facility customarily available to the public because of race, color, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.
- 2.3 Use, possession of, sale, distribution of or active contact with a weapon on a student's person, in a student's locker or desk, on district property, or in a vehicle on district property used by a student or occupied by a student as a passenger.
- 2.4 Threats.
- 2.5 Conduct which endangers others.
- 2.6 Encouraging conduct which endangers or may endanger others.
- 2.7 Encouraging unacceptable conduct.
- 2.8 Use or display of improper, obscene or abusive language.
- 2.9 Distribution or display of offensive messages or pictures.
- 2.10 Theft, including identity theft.

- 2.11 Assault.
  - 2.12 Willful damage to school or others' property.
  - 2.13 Use, possession of, distribution of, or active contact with, or collection of money for controlled drugs, alcohol, or inhalants in school, on Board property or in the context of any school-related activity.
  - 2.14 Attending school or any school-related activity under the influence of controlled drugs, alcohol or inhalants.
  - 2.15 Personal or sexual harassment.
  - 2.16 Hazing, initiation activities; the formation or the operation of sororities, fraternities, gangs and secret organizations.
  - 2.17 Extortion.
  - 2.18 Disruptive behaviour, willful disobedience or defiance of authority.
  - 2.19 Interfering with the orderly conduct of classes or the school.
  - 2.20 Tampering with fire alarms and safety equipment.
  - 2.21 Criminal activity.
  - 2.22 Contravention of the school's code of conduct.
  - 2.23 Workplace violence.
  - 2.24 Bullying, including cyber-bullying.
  - 2.25 Inappropriate information technology use.
3. Unacceptable student behaviour:
- 3.1 May be grounds for disciplinary action.
  - 3.2 Provides an opportunity for critical learning in the areas of:
    - 3.2.1 Personal accountability and responsibility.
    - 3.2.2 The development of empathy.
    - 3.2.3 Conflict resolution.
    - 3.2.4 Communication.
    - 3.2.5 Social skills development.
4. When responding to unacceptable student behaviour, the following are to be considered:
- 4.1 The effect of the student's behaviour upon other students, the staff, the school, and the community.
  - 4.2 The nature of the action or incident that calls for disciplinary or alternative measures.
  - 4.3 The student's previous conduct and previous interventions.
  - 4.4 The student's age, maturity and abilities.
  - 4.5 The impact of proposed action on the student's future behaviour.
  - 4.6 The student's learning needs.
  - 4.7 Any other information considered appropriate or relevant.

5. The consequences of unacceptable behaviour may be:
  - 5.1 Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location.
  - 5.2 Short term removal of privileges.
  - 5.3 Detention.
  - 5.4 Alternative interventions such as community conferencing, healing circles, or other forms of restorative justice.
  - 5.5 Corrective student transfer.
  - 5.6 Suspension.
  - 5.7 Recommendation for expulsion.
6. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

Reference: Section 20, 22, 23, 65, 85 School Act  
Freedom of information and Protection of Privacy Act Human Rights  
Code  
Canadian Charter of Rights and Freedoms Canadian  
Human Rights Act  
Criminal Code of Canada

Adopted: June 2021



## STUDENT DISCIPLINE ON BUSES

### Background

It is the practice of the district to provide transportation for certain students in its schools. However, parents remain responsible for supervision until such time as the student boards the bus in the morning and after the student leaves the bus at the end of the school day.

Once the student boards the bus (and only at that time) does he or she become the responsibility of the district. In view of this, the district regards the bus as an extension of the classroom, and all students are required to conduct themselves in accordance with the same standards of behaviour that have been set for the classroom

### Procedures

1. Bus Safety Rules:
  - 1.1 All bus students will be given the list of bus safety rules during the first week of school. (Appendix) These will be reviewed by the classroom/homeroom teacher. Students will take the list home for the information of parents and return the tear-off information card completed and signed by their parent. The information cards will be kept at the school until the beginning of the next school year.
2. A basic list of rules will be posted on each bus.
3. Discipline for Minor Offences:
  - 3.1 On the occasion of a minor offence a student will be issued a discipline slip. The parent must sign the slip and the student return it to the driver before being allowed to ride the bus. The second and third copies of the slip will be given to the bus contractor, who will pass one copy on to the principal. The principal will follow this up with the student and will contact the parent to ensure that the parent is aware of the incident.
  - 3.2 In the case of a second minor offence within a period of four months, the principal will confirm the circumstances with the bus contractor and the student and will issue a suspension from the bus for a period of two days. The principal will contact the parent to advise of the suspension and the reasons for it.
  - 3.3 Minor offences are:
    - 3.3.1 Eating
    - 3.3.2 Drinking
    - 3.3.3 Shouting/making excessive noise
    - 3.3.4 Throwing objects
    - 3.3.5 Littering
    - 3.3.6 Not remaining in assigned seat
    - 3.3.7 Moving around while bus in motion
    - 3.3.8 Blocking aisles
    - 3.3.9 Spitting

4. Discipline for Repeated Minor Offences or Major Offences:
  - 4.1 In the case of a third minor offence within a period of four months, or a major offence, the bus driver will issue a discipline slip to the student, with a copy to the principal, which indicates to the parent that the student will not be permitted to ride the bus until a meeting of all concerned: student, parent, contractor, driver, and principal, is held to resolve the situation. The parent is to initiate the meeting by contacting the principal. If contact is not made by the following school day, the principal shall contact the parent.
  - 4.2 After this meeting the principal will decide if the student will be returned to the bus, suspended from riding the bus for a specified period of time, suspended from school for a period of up to five days, or if some other form of discipline is to be applied.
  - 4.3 Major offences are:
    - 4.3.1 Throwing objects at driver
    - 4.3.2 Direct disobedience
    - 4.3.3 Fighting
    - 4.3.4 Smoking
    - 4.3.5 Significant damage to the bus
    - 4.3.6 Obscene language
5. Throwing Objects at Driver:
  - 5.1 After this meeting objects at or near a bus driver is a major offence. In the case of a suspension for this offence, the student and their parents will be required to meet with the Superintendent.
6. If Responsible Party is not Determined:
  - 6.1 If the driver cannot determine which student(s) is/are responsible for a disturbance on the bus, the driver will:
    - 6.1.1 Deliver the students home or to school, whichever is the intended destination.
    - 6.1.2 Inform the students that the principal(s) will be told of the disturbance and that if the matter is not resolved, bus service will be withdrawn the following day.
  - 6.2 These rules and procedures must be followed by all concerned. Busloads of students are not to be returned to school, and students are not to be put off buses other than at their destination.

Reference: Sections 6, 7, 11, 17, 20, 22, 65, 79, 85 School Act  
School Regulation 265/89

Adopted: June 2021

## Operational Procedure 311 - Appendix

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### BUS SAFETY RULES

1. Loading
  - 1.1. Be at the bus stop 5 minutes ahead of the posted schedule; the bus will not wait for those who are late.
  - 1.2. If it is necessary to cross a highway to your bus stop, you must do so before the bus arrives at the stop. If the bus is already at the stop, do not cross the highway--return home.
  - 1.3. Use your designated bus stop only.
  - 1.4. Stay on the shoulder or sidewalk, well away from the pavement, while waiting for your bus. Do nothing that might hurt someone or damage someone's property.
  - 1.5. Remain well back from the bus as it comes into the bus stop and wait until the bus is completely stopped before stepping near it.
  - 1.6. Do not run beside the bus while it is moving.
  - 1.7. Board the bus in single file--do not push.
  - 1.8. Take your seat right away and stay there while the bus is moving.
  - 1.9. Waiting time for scheduled bus routes is to be no more than 20 minutes. If the bus has not arrived by that time, you are to return home.
  
2. On the Bus
  - 2.1. Remember that the bus driver is in full charge at all times. Follow instructions about staying seated and quiet and do nothing that might distract the driver's attention from the road.
  - 2.2. You may be assigned a seat in which you must be seated at all times.
  - 2.3. Remain seated while the bus is in motion.
  - 2.4. Never throw objects of any kind on the bus. Throwing objects at the bus driver is a major offence. Students suspended for this offence and their parents will be required to meet with the Superintendent.
  - 2.5. The bus driver is authorized to confiscate from a student any object or implement they feel has the potential to inflict bodily injury or cause damage to the bus.
  - 2.6. Smoking, eating, and drinking are not permitted on the bus. The following activities are also not permitted:
    - 2.6.1. spitting
    - 2.6.2. shouting
    - 2.6.3. obscene language
    - 2.6.4. damaging the bus
  - 2.7. Never engage in fighting or horseplay on a bus.
  - 2.8. Do not throw waste or any other item on the floor or out of bus windows.

- 2.9. Do not at any time extend your arm(s) or head out of bus windows.
  - 2.10. Keep your lunch kit, backpack, and other things out of the aisle; they might trip someone. The aisle must be kept clear at all times. Students' belongings must not be placed on the floor, on the engine cover, or behind the driver's seat.
  - 2.11. The motor vehicle inspection division disallows the carrying of suitcases, hockey sticks, large musical instruments, skateboards, or skis on school buses. All items, including musical instruments, carried by students on buses must be small enough to be held on a student's lap without protruding into the aisle, onto the neighbouring seat, or above the student's head. The driver will determine if a musical instrument or other item is within the allowable size limit. No exceptions will be permitted.
  - 2.12. Any damage to the bus or to equipment must be reported at once to the driver.
  - 2.13. No student will be allowed to sit in the driver's seat or on the engine cover.
3. Unloading
- 3.1. Do not leave your seat until the bus has come to a complete stop.
  - 3.2. Do not push or shove.
  - 3.3. When departing the bus, immediately step onto the shoulder or sidewalk, away from the roadway.
  - 3.4. Remain on the shoulder of the road or the sidewalk until the bus leaves, and then disperse when safe to do so. Never leave the bus stop or attempt to cross the road before the bus has left the stop.
    - 3.4.1. Never assume that other vehicles will stop just because a bus has its redlights flashing. Some motorists ignore or don't see these signals, and some do not know that they are supposed to stop.
  - 3.5. If it is necessary to cross the road, look both ways and make sure there is no traffic. When it is safe to do so, cross the road.
4. General
- 4.1. Buses are to be used to transport students from home to school and from school to home. They are not to be used for other purposes, such as visiting friends, birthday parties, music lessons, medical appointments.
  - 4.2. Bus transportation is available for students to their place of childcare if the service is needed on a regular basis and if there is a vacant seat on the bus. This service is provided on a priority basis, consistent with district procedures.
  - 4.3. Please remember that bus transportation is a privilege which may be withdrawn if a student does not behave in an appropriate manner.

Reference: Sections 6, 7, 11, 17, 20, 22, 65, 79, 85 School Act School Regulation 265/89

Adopted: June 2021



## STUDENT SUBSTANCE ABUSE

### Background

In order to provide the greatest opportunity for healthy student growth and development, the school environment must be free from the use of alcohol and drugs\*. The district shares responsibility with students, parents and the community for addressing problems associated with the use and abuse of such substances.

(\*For the purposes of this Operational Procedure, “alcohol and drugs” refers to alcohol and drugs prohibited or restricted under the Food and Drug Act, Cannabis Control and Licensing Act, Cannabis Distribution Act and the Narcotic Control Act, and also includes misused prescription drugs.)

The district prohibits the use of alcohol and drugs by students while on school property or at school-sponsored events. The district supports a proactive and comprehensive approach to substance abuse which emphasizes preventative curriculum, early intervention, counseling and disciplinary actions.

### Procedures

1. The district will:
  - 1.1. Provide students with age-appropriate instruction on the prevention of substance abuse.
  - 1.2. Encourage and support the identification of and early intervention into problems of substance abuse by students through utilization of school as well as community resources.
  - 1.3. Provide fair and equitable response procedures and consequences regarding substance related infractions.
  - 1.4. Provide continued support for the services provided by school-based student services personnel.
  - 1.5. Provide in-service for administrators, counselors and teachers regarding implementation of this Operational Procedure.
2. All employees of the district share responsibility for increasing their awareness and knowledge of:
  - 2.1 This Operational Procedure.
  - 2.2 The incidence and identification of substance abuse.
  - 2.3 Their duty to report all cases of substance abuse to the principal.
3. Staff will encourage, model and teach students to develop attitudes and effective life skills that promote healthy decisions. The curricula for teaching substance abuse prevention are prescribed in “Physical and Health Education” K to 10. In addition, the district supports other school and community initiatives such as the DARE (Drug Awareness Resistance Education) Program and the Assets for Youth initiative which may be available. The objectives of preventive curricula are:

- 3.1 To promote positive self-worth and personal confidence in students.
  - 3.2 To help students differentiate between the medicinal and harmful use of drugs.
  - 3.3 To help students develop effective decision-making, communication and refusal skills.
  - 3.4 To promote healthy alternatives to mood altering substances.
4. The district will provide appropriate support and intervention within its resources to students who possess/use and/or abuse drugs and alcohol. The focus will be the early identification of at-risk students who display irregular behaviour, inappropriate decision-making and declining personal performance. Intervention will be made available to at-risk students and/or first-time offenders by counselors or community agencies, as appropriate. Positive and confidential help will be given to students who voluntarily seek assistance in overcoming substance abuse and problems.
  5. When, in the course of their duties, any district staff member has reason to believe that any student is in direct or indirect possession of any substance as defined above, it is the duty of that staff member to refer the matter to the appropriate school administrator and/or teacher in charge.
    - 5.1 Indirect possession would include having another person store or possess the substance.
  6. When a principal has reason to believe that a student, while attending school or involved in an official school function, is in possession or is under the influence of a substance as defined above, it is the duty of the administrator to:
    - 6.1 Ensure the personal safety of the student and others.
    - 6.2 Determine an appropriate course of action. This may include disciplinary processes and/or the development of an intervention and support plan as appropriate.
    - 6.3 Dependent on the individual circumstances and the age and grade of the student, the administrator will consider the following in the development of an appropriate plan of action in consultation with counselor(s) and parents.
      - 6.3.1 Referral to school-based Youth Worker (where available).
      - 6.3.2 Referral to community agencies.
      - 6.3.3 Suspension of five days or less.
      - 6.3.4 Notification of police when deemed appropriate by the principal.
  7. When any staff member feels a student's substance use or other risk factors may put the student at extreme risk of harm, it is their duty to report the concern to the Ministry for Children and Family Development – Children Protection Branch.
  8. Consequences:
    - 8.1 The possession, consumption/use, sale or distribution of alcohol or drugs at school functions or while under the jurisdiction of the school will result in appropriate consequences. These may include definite or indefinite suspension, referral to community agencies, and notification to the RCMP.

9. Drug Trafficking

- 9.1 Where there are reasonable grounds to conclude that a student is in possession of a substance for the purposes of selling, supplying or making available at school functions or while under the jurisdiction of the school, the principal is to normally suspend the student immediately, inform the parents, and report the incident to the police.

Reference: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85, 177 School Act Liquor Control and Licensing Act

Adopted: June 2021



## POSSESSION OF USE OF WEAPONS

### Background

The district believes that students, staff and visitors to a school have the right to pursue their affairs in a safe and protective environment. The district considers the possession or use of any weapon by anyone, other than a peace officer, on or near school premises or at school events, to be a serious threat to the safety and security of students and staff.

### Definition

A weapon shall be defined as an object or instrument used to fight, intimidate, destroy, defeat, physically injure, or jeopardize the safety of another person.

### Procedures

1. Weapon Brought to School Inadvertently
  - 1.1 In the case of a student who inadvertently brings to school an instrument or object that could be considered to be a weapon, but who has not:
    - 1.1.1 Publicly informed other students of control or possession.
    - 1.1.2 Displayed the weapon.
    - 1.1.3 Used the weapon in the school, on the way to or from school, at breaks or lunch, or at any school event on or off school premises, the student must immediately hand over the weapon to an adult employee who will confiscate the object or instrument and transfer it to the appropriate administrative officer along with a report.
  - 1.2 In these cases, the administrative officer shall take appropriate action to the situation and inform the student's parents about the matter as soon as possible. The administrative officer may then return the weapon to the parents.
2. Use, Control of Possession of a Weapon
  - 2.1 Disciplinary action shall be taken against any student who has:
    - 2.1.1 Used an object or instrument in a manner described in the definition above.
    - 2.1.2 Publicly informed others of control or possession of the object or instrument.
    - 2.1.3 Displayed the object or instrument.
    - 2.1.4 Intended, actually provided, supplied or sold the object or instrument to others.
  - 2.2 Any district employee is authorized to confiscate the object or instrument and, when so doing, shall report the incident to the appropriate administrative officer or their supervisor.
3. Disciplinary Action

Any use of a weapon is to result in significant disciplinary action, including suspension, initiation of the Level 1 Threat Assessment (VTRA) and referral to the Director of Instruction, Health and

Safety In determining the level of disciplinary action to be taken, in cases where weapons are involved and not used, the administrative officer shall consider all the following:

- 3.1 The level of intent to injure, intimidate, threaten, jeopardize or cause other persons to have concern for their health, safety or well-being while at school or district sites, on school trips or off premises.
  - 3.2 The type of object or instrument that was used, controlled or in possession.
  - 3.3 The type of object or instrument provided, supplies, or sold, along with the relevant circumstances.
  - 3.4 The level or potential level of safety and well-being of others that was, or could have been, compromised.
  - 3.5 The previous discipline record of the student(s) regarding bullying (including physical, emotional and verbal), disobedience, threats, fighting, and/or drug or alcohol use related to the above.
  - 3.6 Previously documented incidents involving the student's use, possession, supply or control of such objects or instruments in any school jurisdiction or community.
  - 3.7 Any extraordinary circumstances involved in the situation.
4. Involvement of Police
    - 4.1 Nothing in this Operational Procedure shall prevent the administrative officer from contacting and involving the police when it is deemed prudent or necessary.
5. General District Standard
    - 5.1 Given the individual circumstances and situations involved, it is not possible to have a uniform response. However, the district desires a generally consistent approach in those situations where there is similarity of incidents. School-based administrative officers are to consult with the Superintendent regarding possible similar previous incidents in other schools and the level of discipline imposed. The Superintendent is responsible for ensuring that a general district approach is maintained.
6. Suspension to District Office
    - 6.1 After consideration of the factors in section 2 of this Operational Procedure, the administrative officer may determine that the situation warrants a suspension to the Board. In these cases, the suspension shall be referred to the Superintendent or, Designate. Whenever possible, the administrative officer shall bring the confiscated weapon to the hearing.
7. Determination by Superintendent or Designate
    - 7.1 The Superintendent may return the student to the school, lengthen the suspension, transfer the student to another school in the district, or make alternative arrangements including a requirement for participation in community-based counselling, community justice programs or involvement with community-based law enforcement agencies. The Board shall be informed of such action in a special confidential meeting of the Board.
    - 7.2 In certain situations the Superintendent may refer the matter to the Board, with a recommendation of expulsion from any school or site or any district service.

Reference: Sections 6, 7, 8, 17, 20, 22, 26, 65, 79, 85 School Act

Adopted: June 2021



## STUDENT VANDALISM

### Background

Any student who willfully or irresponsibly damages or destroys school property is to be financially responsible for such damage.

The district is insured by the School Protection Program, an agency of the provincial government, and therefore must act consistently with the requirements of the insuring agency

### Procedures

1. Where a student damages property while behaving in a manner contravening the school's code of conduct, the following recovery of costs shall apply:
  - 1.1 Where the student immediately reports the damage, the cost recovered shall not exceed the cost of materials required to remedy the damage.
  - 1.2 Where the student has not reported the damage but upon investigation is determined to have done so, the amount recovered shall be the cost of labour and materials required to remedy the damage.
  - 1.3 Principals shall report any mitigating circumstances to the Superintendent that may potentially cause the recovery to be different from that outlined above. The Superintendent shall report this to the Board for information.
2. Pursuant to section 10 School Act, parents may be held liable for the intentional and negligent act(s) of a student that causes damage to school or District property.

Reference: Sections 6, 10, 20, 22, 23, 65, 85 School Act

Adopted: June 2021



## SEARCHES OF STUDENTS

### Background

The district is committed to providing a safe and caring school environment. A positive and effective learning environment provides for the safety and security of all 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. Searches will be conducted in a manner that ensures the rights of the student are protected.

### Procedures

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 to students and parents on an annual basis that searches may occur without notice under the direction of the principal. Principals will clarify with students/parents that students only acquire the right to use a locker and a lock. The locker remains the property of the district. The lock may be removed by the principal for the purposes of conducting a search. If the lock, following removal, is damaged and no longer functional, a replacement lock will be provided to the student at no cost following the completion of the search.
3. Students shall be advised at the beginning of each school year and/or at the time they are assigned a locker of the following conditions of use:
  - 3.1 Students are responsible for the locker which is assigned to them, and no other person may use the locker without permission of the principal.
  - 3.2 Student locks and combinations must be registered at the office.
  - 3.3 No illegal substances, weapons or other prohibited or offensive material are to be placed or displayed 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 Permissions to use a locker may be terminated where a student does not comply with the conditions of use, school procedures 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:
  - 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 locker 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 a locker, desk or other assigned storage facility is searched.
6. When the search reveals evidence of suspected illegal activity, the principal shall immediately secure the locker or other storage facility by any means considered advisable, including the use of a different lock, and immediately contact the local police. In such instances, the principal shall also inform the 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, operational procedures or district policies have been violated, the principal may direct a student 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 called in and the parents shall be notified.
  - 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 called in 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 immediately 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 practicable to do so, inform and/or consult with the 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.

Reference: Sections 6, 8, 20, 22, 65, 85 of the School Act  
Civil Rights Protection Act  
Human Rights Code  
Youth Justice Act  
Youth Criminal Justice Act (Canada)

Adopted: June 2021



## POLICE INTERVIEWING OF STUDENTS

### Background

The district seeks to cooperate with police in investigations, while not compromising the legal rights of the students in its care. Generally, students on school premises or at school-sponsored events are not to be formally interviewed by police officers as part of a formal investigation process.

The district recognizes it is possible, due to extenuating circumstances or emergent situations, that a member of the RCMP might need to interview a student as part of a formal investigation. In this case, this Operational Procedure will apply.

### Procedures

1. The district will permit RCMP members acting in a liaison capacity to meet or discuss with students or informally interview them as part of the members' regular duties.
2. In the event that a member of the RCMP wishes to interview or question a student on school premises as part of formal police investigation, the principal shall.
  - 2.1 Request that the police officer delay the interview until such time as the principal can obtain the presence of the student's parent.
  - 2.2 Immediately attempt to contact the student's parents or guardians, except in unusual circumstances when requested by the police.
    - 2.2.1 These exceptional circumstances are generally limited to situations where the allegations involve the parent(s).
    - 2.2.2 In these circumstances, the RCMP will be requested to conduct the interview at a location other than the school (e.g., at the office of a social service agency), where the principal or a representative of the social service agency would also attend the interview.
3. The principal shall attend the interview in the following circumstances.
  - 3.1 When parents or guardians cannot be contacted or are unable to attend - In these situations, the principal shall summarize the meeting in writing and provide a copy to the parent with a copy to be retained at the school in a file for that purpose, with notes being subject to the terms of the Freedom of Information and Protection of Privacy Act.
  - 3.2 In exceptional circumstances listed above when parents or guardians are not contacted - In these situations, the principal shall summarize the meeting in writing 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.

Reference: Sections 6, 7, 20, 22, 26, 65, 85 School Act  
Freedom of Information and Protection of Privacy Act Youth  
Justice Act  
Youth Criminal Justice Act (Canada)

Adopted: June 2021



## LEGAL CUSTODY OF CHILDREN

### Background

Custody disputes between parents or other family members may be complicated by the fact that legal custody of the child has not been assigned. In such cases, de facto custody lies with the parent/guardian with whom the child lives.

While it is preferable to avoid becoming involved in a custody dispute, the protection and best interest of the child must be the major factor in a Principal's decision whether or not to release a student to a person claiming custody.

Students who are the subjects of custody claims are not to be released from school until the normal morning or afternoon dismissal time.

### Procedures

1. All claims for the custody of students must be referred to the principal.
2. Where there is a demand for custody of a student and legal custody is uncertain, the principal shall.
  - 2.1 Ask the claimant to identify himself/herself and produce a court order or judicial statement.
  - 2.2 Inform the claimant that the student will not be released from school until the normal morning or afternoon dismissal time; and that the parent with whom the student lives will be informed that the claim for custody has been made.
  - 2.3 Notify the parent with whom the student lives that the claim for custody has been made.
  - 2.4 Attempt to bring the two (2) parties to agreement as to whom the student will be released. A school social worker or police officer may be called upon for assistance in the mediating role.
  - 2.5 If the parent with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parents/guardians may seek the assistance of the school social worker in making temporary arrangements for the child's care.
3. A record shall be kept in the school of any custody claims which may be received, including dates, times, names and demeanor of persons involved, and as much of their actual statements as it may be possible to record.
4. When deemed necessary, the Assistant Superintendent shall be informed by the principal of all demands for custody which they may receive.
5. Visiting of Children by Estranged Parents
  - 5.1 When a parent who is separated from his/her spouse and does not have custody of the child(ren), requests a visit with the child(ren) during school hours, the principal will contact the custodial parent and obtain their consent.

- 5.2 If the custodial parent refuses permission, or cannot be contacted, the parent requesting the visit will be so informed and the visit refused.
- 5.3 If consent is obtained, the visit will take place in such a manner that abduction of the child(ren) will not be possible at any time.

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 School Act Child, Family and Community Service Act  
Divorce Act  
Family Law Act  
Freedom of Information and Protection of Privacy Act  
Canadian Charter of Rights and Freedoms

Adopted: June 2021



## YOUNG OFFENDER RECORDS

### Background

The district recognizes that from time-to-time students classified as Young Offenders under the Youth Criminal Justice Act may be enrolled in its schools. Information provided to designated officers of the district under the provisions of amendments to the Act in order to address school safety and security issues and provide a collaborative and coordinated case management approach to the rehabilitation of the young person will be handled by designated officers of the district in accordance with the provisions of the Youth Criminal Justice Act and its amendments, and any other applicable statutes.

### Procedures

1. Access to information provided under amendments to the Youth Criminal Justice Act is restricted to designated personnel.
  - 1.1 The Superintendent of the district the young offender attends shall be the custodian of all information provided by the youth worker.
  - 1.2 The Superintendent shall ensure that no persons other than those with a “need to know” have access to the disclosed information. It is not appropriate to provide all staff with some form of a general bulletin in respect of a young offender where safety issues are a concern.
  - 1.3 School personnel, who deal directly with the student, have a right to information to which appropriate responses can be made in order to preserve the safety of other students or the staff.
  - 1.4 Where a student, a parent or guardian, or a professional (e.g., social worker) requests information for the purposes of further counselling or coordinating services in the best interests of the young offender, the request shall be referred to the youthworker.
  - 1.5 The Superintendent, in determining the persons to whom to release information, shall bear in mind that:
    - 1.5.1 Inappropriate disclosure could result in a fine or imprisonment, and
    - 1.5.2 The right of the young offender to confidentiality must be maintained.
2. Information provided under amendments to the Youth Criminal Justice Act is to be filed and stored under secure conditions.
  - 2.1 Information about a young offender shall be kept separate from the student’s school record portfolio and from any other record accessible to other staff.
  - 2.2 A list of the persons to whom the information is to be disclosed shall be appended to the young offender’s file and only those whose names appear on the list shall have access to the file.
  - 2.3 Young offender records shall be kept in a locked cabinet and shall be under the control of the principal.
  - 2.4 Young offender records shall be destroyed when they are no longer required for the purpose for which the information was disclosed.

- 2.5 When a young offender ceases to be a student at the school to which information was provided, the young offender records shall be destroyed.
  - 3. Ongoing communication between youth justice personnel and school and district staff is encouraged.
    - 3.1 The Superintendent shall inform the youth worker whenever a young offender about whom they have received information transfers to another school.
    - 3.2 It is the responsibility of the youth worker to advise the receiving school about the student's young offender status. The principal of the sending school shall not forward any young offender files or information to the receiving school when a young offender transfers to another school.
    - 3.3 The Superintendent or designate is to meet regularly with the youth worker in order to:
      - 3.3.1 Be advised of any changes regarding probation, conditional supervision or temporary absence orders, including the expiration of such orders.
      - 3.3.2 Advise the youth worker of attendance or other problems which may result in the young person being found in violation of a court order regarding bail, probation, conditional supervision or temporary absence.
    - 3.4 The Superintendent or designate upon written request from a youth worker to provide information for a report ordered by a youth court judge, shall arrange for the release of information from the student record portfolio after first receiving the following information from the youth worker:
      - 3.4.1 Name.
      - 3.4.2 Age.
      - 3.4.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized.
      - 3.4.4 Timelines with respect to providing information.
      - 3.4.5 Specific description of the type of information required such as:
        - 3.4.5.1 Attendance of the student.
        - 3.4.5.2 The program or courses in which the student is enrolled.
        - 3.4.5.3 The performance of the student.
        - 3.4.5.4 The nature of incidents giving rise to discipline and the type of discipline imposed, and
        - 3.4.5.5 The number of years for which the information is required (for the current school year or the student's entire career in the school).
- Before any information is released, the principal shall obtain the consent of the parent, or guardian of the student or the parent if the student is sixteen (16) years of age or older.
- 3.5 The Superintendent is authorized to request the Attorney General, an agent of the Attorney General, a peace officer, or a provincial young offender's director, to apply on behalf of the District to a youth court relative to:
    - 3.5.1 Disclosing information to the principal when the principal believes that a student poses a risk to the safety of school personnel, or
    - 3.5.2 Disclosing court-ordered psychological assessments, or

3.5.3 Disclosing information that will assist school personnel in providing an education program for the student and creating an appropriate environment for that program.

3.6 In circumstances where there is a difference of opinion between the youth worker and school staff regarding the nature or extent of information to be provided by one party or the other, the matter shall be referred to the Superintendent for resolution with an appropriate officer of the Young Offenders Branch.

Reference Sections 6, 20, 22, 26, 65, 85 School Act Youth Justice Act  
Youth Criminal Justice Act (Canada)

Adopted: June 2021



## CHILD ABUSE AND NEGLECT

### Background

The District expects all employees and those contracted to the District to adhere to this Operational Procedure. The following general principles shall apply in conjunction with the Operational Procedure and the formal Trilateral Protocol.

- The protection of children is of paramount interest to the district, both within its jurisdiction and in society in general.
- That all those employed or contracted by the district have a legal duty to report abuse/neglect.
- That all those employed or contracted by the district are in a position of trust and their conduct is to reflect this trust.
- That collaboration and cooperation with other agencies and ministries is an effective way to promote the best interests of children.
- That employees be informed of the requirements of this Operational Procedure during new employee orientation sessions and at the beginning of the year at each school or site.
- That release of information/investigations is subject to Freedom of Information and Protection of Privacy legislation, and/or any contractual obligations, and the need to avoid prejudging any investigations.

The district shall cooperate with the Ministry for Children and Families and the RCMP and participate in any protocols that are jointly developed. In matters solely under the jurisdiction of the district this Operational Procedure shall take precedence over such protocol(s) if discrepancies arise.

### Procedures

#### 1. Responsibility

Each and every adult employed or contracted by the district has a legal duty to promptly report to a child protection social worker when he/she has reason to believe a child (a person under 19 years of age) needs protection, as set out in the following circumstances.

- 1.1 If a child has been or is likely to be physically harmed, sexually abused or exploited.
- 1.2 If a child is demonstrating severe anxiety, depression, withdrawal or self-destructive or aggressive behaviour as a result of emotional harm.
- 1.3 If a child is deprived of necessary health care including refusal of consent to treatment.
- 1.4 If a child is deprived of adequate provision and care by parent inability, unwillingness, absence or abandonment.
- 1.5 If a child is absent from home in circumstances that endanger the child's safety or well-being.

2. Report Procedures
  - 2.1 Each and every adult employed or contracted by the district shall follow the reporting procedures outlined in this Operational Procedure. Failure to report or knowingly make a false report, is a serious offense under law.
3. Parent Contact
  - 3.1 In the course of an investigation, solely conducted by the district employee, contract service provider or volunteer, parents shall be informed/consulted prior to an interview of the student.
4. Cooperation in Investigations
  - 4.1 The district has an expectation that all parties cooperate in working towards ascertaining all facts and relevant information.

Reference: Sections 7, 9, 15, 16, 17, 20, 22, 65, 79, 85, 177 School Act Section  
13, 14 Child, Family and Community Services Act Freedom of  
Information and Protection of Privacy Act Section 32.2 Health  
Profession Act  
Section 27.1 Teacher Profession Act  
Criminal Code of Canada  
B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers, 2007  
Responding to Child Welfare Concerns, 2007  
Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report  
Interagency Protocol for Reporting and Investigation of Child Abuse and Neglect  
Delegated Aboriginal Child and Family Services Agency Protocol  
Criminal Code of Canada BCTF  
Code of Ethics

Adopted: June 2021



## STUDENT ILLNESS/INJURY

### Background

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

### Procedures

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

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

Adopted: June 2021



## ALLERGIES AND ANAPHYLAXIS

### Background

The district expects principals to reasonably accommodate students with medically diagnosed allergies, particularly where those allergies are life threatening.

It is the responsibility of the district to:

- Minimize the risk to students with severe allergies to potential life-threatening allergens without depriving the severely allergic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.
- Ensure that students at risk of anaphylaxis are identified, strategies are in place to minimize the potential of accidental exposure and staff and key volunteers are trained to respond in an emergent situation.

Anaphylaxis is sudden and severe allergic reaction which can be fatal. Anaphylaxis is a medical emergency that requires immediate emergency treatment with an Epinephrine auto-injector.

Any substance can cause an allergic reaction. The most common substances include foods, food additives, medications, insects and latex. Anaphylaxis can include any of the following symptoms, which may appear alone or in any combination:

- Skin: hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion of hay fever-like systems (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)

The district cannot guarantee an “allergy free” environment. It is expected that school staff, parents or guardians and students will take reasonable steps to establish an “allergy aware” environment that minimizes the risk of potential anaphylaxis. Principals must take realistic and practical actions that will encourage the support of everyone involved.

Any allergy may develop into an anaphylactic reaction. Principals, in conjunction with parents or guardians, students and the Public Health Nurse (PHN), if appropriate, will develop an “Anaphylaxis Health Plan” when a student with an anaphylactic allergy is under their care. The Anaphylaxis Health Plan will include ways of minimizing risk for the student, as well as procedures for responding to anaphylaxis. These plans will be considered in the context of the anaphylactic child’s age and maturity. As children mature, they are to be expected to take increasing personal responsibility for avoidance of their specific allergens. A checklist is provided for school use to ensure appropriate communication and response is taken at the school when a parent identifies an allergy, and the plan is then developed.

## Procedures

1. These procedures would also apply to medically diagnosed conditions and sensitivities, such as asthma, and other neurological or respiratory diseases that are comparable to allergies in their effect, but which may not specifically be diagnosed as allergies.
  - 1.1 The student's parent has the primary duty to inform school authorities about their child's medical condition upon registration of the child or upon medical diagnosis of the medical program.
  - 1.2 Registration procedures will inquire as to whether or not a student has medical problems of which the principal is to be aware.
  - 1.3 Where medication is either required or is to be on hand, the principal shall ensure that relevant information is provided to all supervisory persons. In instances where the allergy is life-threatening, parents or guardians are to be required to provide written medical advice from the child's physician. Parents or guardians must sign a Medical Alert and Prescribed Medication Record Form for administration of medication.
  - 1.4 In developing a reasonable accommodation of the student with anaphylaxis, an *Anaphylaxis Health Plan* will be developed.
    - 1.4.1 The classroom teacher/advisor, the parents or guardians and the principal shall develop the plan. Other persons may be involved as determined to be necessary including the Public Health Nurse (if appropriate).
    - 1.4.2 Consideration is to be given to:
      - 1.4.2.1 Ensuring all staff (administrative, teaching, and support staff including bus drivers) who come in contact with the student are aware of the allergy.
      - 1.4.2.2 Avoidance of allergens from food products prepared for all school-sponsored activities and school/community functions.
      - 1.4.2.3 Requesting that staff and students cooperate in seeking to eliminate allergens from the student's school environment.
      - 1.4.2.4 Requesting that playground areas are maintained to eliminate potential allergens, i.e., known wasp nests or beehives.
      - 1.4.2.5 Removing carpet, draperies and other allergenic materials from the student's classroom.
      - 1.4.2.6 Posting signage identifying the allergy and allergens on the appropriate entrances to the student's classroom(s).
      - 1.4.2.7 Education of the student and parent community, staff and food handlers.
      - 1.4.2.8 Standards of hygiene and maintenance for facilities and students.
      - 1.4.2.9 Custodial and maintenance products and routines.
      - 1.4.2.10 Classroom and school routines: age, maturity and ability of student, and expectations regarding personal responsibility.
      - 1.4.2.11 Emergency procedures and preparation for such procedure to be followed when a 'dangerous' allergen is introduced to the classroom.

- 1.5 Parents are responsible for instructing their child.
    - 1.5.1 How to avoid contact with the substances to which they are allergic.
    - 1.5.2 In the case of food allergies, to eat only foods which have been prepared by the parent.
    - 1.5.3 To wear a medical alert device.
    - 1.5.4 Where appropriate, how to self-administer medication.
  - 1.6 Parents are to provide all medication and equipment such as Epi-Pens. Further, it is the parents or guardians' responsibility to ensure that such medication has not passed its expiry date. This medication shall be kept in unlocked locations that are known to and are easily accessed by supervising adults.
2. Avoidance Strategies
- 2.1 Principals who enroll students with allergies that may be life-threatening are to inform all parents or guardians of this fact in the first newsletter home, with advice on what parents or guardians might do to support the school staff and the student. The students are not to be identified.
  - 2.2 Teachers shall ensure that other students are aware of those students who may be adversely affected by food, animals, plants, or other allergens brought into the classroom.
  - 2.3 With regard to providing a safe environment, principals enrolling a student(s) with allergies are to review all food-related and other school activities that might lead to the possible introduction of an allergen.
  - 2.4 Where a parent or student refuses to cooperate, the school procedures shall be followed, and the family shall be referred to the Superintendent's office.
  - 2.5 In instances where a 'dangerous' substance is known to have been brought to the classroom, the principal is to advise all students and families concerned of the procedures to be followed.
  - 2.6 Instructions on the use of the auto-injector (Epi-Pen) is to be posted in clearly visible locations, along with a list of symptoms and emergency procedures. The auto-injectors must be stored in a covered, secure, unlocked area for quick access.
  - 2.7 For kindergarten and primary grade students, classrooms of the children with allergies are to be made as safe as reasonably possible. In extreme instances, a segregated environment may be necessary. Such recommendations are to be made to the Superintendent.
  - 2.8 For kindergarten and primary-grade students with life-threatening allergies, all parents, or guardians of children in those classes are to be appropriately informed of the need for a safe environment and asked not to send food products or other substances deemed dangerous to the children with food or other substance allergies.
  - 2.9 For older, more mature students with allergies, primary responsibility is to be assigned to them in consultation with the parent.
3. Emergency Procedures
- 3.1 At the beginning of each school year, at schools enrolling a student or students with allergies, the principal will arrange for the provision of staff training for the treatment of students at risk of anaphylaxis. Such training is to include the use of epinephrine auto-injection devices, storage of and access to Epi-Pens, and procedures to be followed to secure further medical attention.

- 3.2 Under the guidance of the Public Health Nurse (PHN), if appropriate, a simulated incident and emergency response may be held. Where deemed appropriate and with parent permission, the student with the allergy and peers of the student may participate in the simulation.

4. Disputes

- 4.1 Where agreement cannot be reached as to reasonable accommodation, the dispute shall be referred to the appeals process for resolution.

Reference: Sections 7, 17, 20, 22, 65, 84, 85, 95 School Act School  
Regulation 265/89  
Anaphylaxis Protection Order M232/07  
Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association  
British Columbia Anaphylactic and Child Safety Framework

Adopted: November 22, 2011  
Revised: June 25, 2019

## Operational Procedure 333 - Appendix

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### ANAPHYLAXIS PLANNING CHECKLIST

The classroom teacher/advisor, the parents or guardians, the principal and the Public Health Nurse (PHN), if appropriate, shall develop a Health Plan for the student. This checklist will assist in the development of the plan

Student Name \_\_\_\_\_

- The principal will ensure that all staff and parental helpers who are in contact with the student(s) are aware of the child's allergic/anaphylactic condition.
- The principal will make everyone involved with food product preparation for school-wide sponsored activities and school community functions aware so that exposure to these allergens may be mitigated.
- Through staff meetings and classroom newsletters, staff and parents or guardians will be requested to cooperate in seeking to mitigate exposure life-threatening allergens within the school environment.
- The staff, student(s) and the parent community will be educated on Anaphylaxis and the use of the Epi-pen by Public Health Nursing, parents, or guardians and/or other trained personnel (e.g., First Aid Designate).
- Custodial staff will be informed by the administration so that proper cleaning routines are in place.
- Emergency procedures and preparation for such procedures to be followed when a dangerous allergen is introduced to the classroom are to be in place, (i.e., if a child brings a peanut butter sandwich to a classroom where there is a child with a severe peanut allergy, that child and a friend will eat outside of the classroom, wipe off the table and wash his/her hands before entering back into the classroom.)
- Parents or guardians are responsible for instructing their child(ren) on how to avoid contact with allergic substances, to eat only foods prepared by the parents or guardians, to wear a medical alert device and where appropriate, how to self-administer medication.
- Parents or guardians will provide all medication, making sure that such medication has not passed the expiry date. Office staff will ensure that medications are kept in an unlocked location known to all supervising adults. Children are to carry an Epi-pen with them, and the office is to have a backup.
- Parents or guardians will also provide the school with three up-to-date pictures that will be visibly located throughout the school in appropriate locations such as the office, staffroom, and staff work rooms.

- Through a newsletter, the entire school parent community will be informed of life- threatening allergies. The student(s)' names are not to be identified.
- Where a parent refuses to cooperate, the school procedures shall be followed, and the family is to be referred to the Superintendent.
- Instructions on the use of the Epi-pen are to be posted in clearly visible locations, along with a list of symptoms and emergency procedures.

Medications, including Epi-pens, for individual students are available. In the elementary schools, this involves storage in the @Risk Rescue kit. In the secondary schools, the student is responsible to carry his/her Epi Pen as appropriate.

Reference: Sections 7, 17, 20, 22, 65, 84, 85, 95 School Act School  
Regulation 265/89  
Anaphylaxis Protection Order M232/07  
Anaphylaxis: A Handbook for School Boards, Canadian School Boards Association British  
Columbia Anaphylactic and Child Safety Framework

Adopted: June 2021



## NUTRITION

### Background

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

### Procedures

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

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

Adopted: June 2021



## DEFIBRILLATORS

### Background

The installation of automated external defibrillators (AED) within district facilities is supported. The importance of taking appropriate action whenever an emergency threatens the safety, health or welfare of a student or staff member at school or during school sponsored activities is recognized.

### Procedures

1. The district has authorized the placement and use of automated external defibrillators (AED) at district facilities.
2. In a medical emergency, the doctrine of “in loco parentis” applies.
3. Any District facility installing an AED must ensure the following:
  - 3.1 AED meets Health Canada’s Medical Device Regulations.
  - 3.2 AED is approved by Canadian Standards Association (CSA).
  - 3.3 Notification to the Northern Health Authority of type and location of AED.
  - 3.4 Establishment of procedures for the monitoring and maintenance of the AED.

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

Adopted: June 2021



## PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

The Board of Education will ensure menstrual products are made available in school washrooms to students of all gender identities or expressions using delivery methods that.

- Are free of charge
- Protect privacy
- Are barrier free and easily accessible
- Are consistent in delivery and availability
- Are non-stigmatizing

Student feedback will be considered with respect to the provision of menstrual products to ensure student needs are being met.

Reference: School Act – Sections 85(2)(a), 88(1), and 168(2)(t)  
Ministry of Education Policy – Provision of Menstrual Products



## CONCUSSION AWARENESS

### Background

Concussion is one of the leading causes of injury in young people. The consequences of lack of prevention, failure of detection, and delay or lack of proper treatment can be devastating. In the interest of student health and safety, it is expected that employees and volunteers will act with an abundance of caution when coaching or supervising activities in which a head injury or impact is likely to or has occurred.

### Procedures

1. Employees and supervisors of student activities are expected to familiarize themselves with and enforce the safety procedures required for the activity or sport being undertaken.
2. The use of protective equipment, including helmets, when appropriate, must be provided and the requirements for their use enforced.
3. Employees and supervisors should make every effort to prevent injuries and accidents.
4. Employees and supervisors should familiarize themselves with signs and symptoms of concussion.
5. Employees and supervisors should use the lowest possible threshold of when to seek an immediate medical assessment.

The Appendix to this Operational Procedure provides a resource to further assist with developing concussion awareness and response.

| Recognize and Respond   | Manage   | Prevent   |
|---|--|---|
| <b>Scope &amp; Definition</b>   |  |   |
| <p>While there is no way to know for certain whether a particular event will lead to a concussion, recognizing the signs and symptoms is essential to being able to detect when a concussion may have occurred. This is a shared responsibility between the school and the home.</p> <p>When a concussion is suspected, it is important to respond properly by following recommended steps (below):</p>   | <p>Proper concussion management is an essential, shared responsibility requiring communication and action among stakeholders from home, school, and the community (i.e., licensed health care provider or coach). It involves recommendations for supporting a student's RETURN TO LEARNING &amp; SCHOOL (RTL) and RETURN TO PLAY (RTP):</p>   | <p>Strategies aimed at preventing concussion generally include the implementation of policy and practices to protect students. Prevention also includes education, such as fostering awareness of the causes, signs, and symptoms of concussion, and managing injuries when they occur.</p>   |
| <b>Procedures</b>   |  |   |
| <p>When a potential concussion-causing event occurs: <b>IMMEDIATELY remove the student from activity and check for 'RED FLAG' symptoms that could signal an emergency:</b></p> <div style="text-align: center;">  <p><b>RED FLAGS</b></p> </div> <p><b>If RED FLAGS are present -- CALL 911</b><br/>or seek emergency medical care</p> <p>&gt;<b>TOOL for Identifying RED FLAGS:</b><br/><a href="https://cattonline.com/wp-content/uploads/2019/05/CATT-Z-Fold-Pocket-Card- Side-1-Flowchart-V5-June-2019-withlogo.pdf">https://cattonline.com/wp-content/uploads/2019/05/CATT-Z-Fold-Pocket-Card- Side-1-Flowchart-V5-June-2019-withlogo.pdf</a></p> <div style="text-align: center;">  </div> <p><b>If no RED FLAGS are present . . .</b><br/>Transition student to adult supervised area for continued observation; seek assistance and supports for next steps in the process:</p> <p>&gt;<b>TOOL for Recognizing Signs and Symptoms:</b><br/><a href="https://cattonline.com/wp-content/uploads/2019/05/CATT-Z-Fold-Pocket-Card- Side-1-Flowchart-V5-June-2019-withlogo.pdf">https://cattonline.com/wp-content/uploads/2019/05/CATT-Z-Fold-Pocket-Card- Side-1-Flowchart-V5-June-2019-withlogo.pdf</a></p> <p><b>IMPORTANT:</b></p> | <p>Supporting a student's <b>Return to School</b> following a concussion begins by 1) recording basic injury- related details, 2) identifying members of the student's support team, and 3) developing a plan for moving forward. This should be done within 48 hours of the incident that resulted in concussion:</p> <p>&gt;<b>TOOL Guiding a Return to Learning &amp; School:</b><br/><a href="https://cattonline.com/wp-content/uploads/2017/10/CATT- Student-Return-to-Learn-Plan-V3-Sep-2019.pdf">https://cattonline.com/wp-content/uploads/2017/10/CATT- Student-Return-to-Learn-Plan-V3-Sep-2019.pdf</a></p> <p><b>Medical Assessment</b> (<i>used to document concussion diagnosis by licensed health care provider</i>):<br/><a href="https://parachute.ca/wp-content/uploads/2019/09/Medical- Assessment-Letter.pdf">https://parachute.ca/wp-content/uploads/2019/09/Medical- Assessment-Letter.pdf</a></p> | <p>Becoming concussion aware:</p> <p><b>KEY RESOURCES:</b><br/><b>Concussion Awareness Training Tool (CATT)</b><br/><a href="http://cattonline.com">http://cattonline.com</a></p> <p><b>CATT Elements of Concussion Prevention</b><br/><a href="https://cattonline.com/how-to-prevent-concussion-and-support-a-students-return-to-school/">https://cattonline.com/how-to-prevent-concussion-and-support-a-students-return-to-school/</a></p> <p><b>Elementary Teachers/Curriculum:</b><br/><b>KEY RESOURCE:</b><br/>OPHEA, Prevention Teaching Tool<br/><a href="https://files.ontario.ca/mtcs-rowans-law- booklet- aqes-10-and-under-en-2019-05.pdf">https://files.ontario.ca/mtcs-rowans-law- booklet- aqes-10-and-under-en-2019-05.pdf</a></p> |

- do not leave student alone; no return to activity/play
- monitor student for emerging *Red Flags*
- notify an emergency contact person
- student must not drive, ride bike or leave alone
- do not give the student medication

Supporting a student's **Return to Play/Sport** following a concussion is a shared responsibility. Typically, a full and complete return to school is required *before* a return to play/sport is permitted.

**Secondary Teachers/Curriculum:  
KEY RESOURCE:**

OPHEA, Prevention Teaching Tool  
<https://files.ontario.ca/mtcs-rowans-law-booklet-ages-15-and-up-en-2019-05.pdf>

|  |  |  |
|--|--|--|
| <p><b><u>If concussion signs/symptoms present . . .</u></b><br/> Recommend student seek medical attention from a licensed health care provider</p> <p><b>&gt;TOOL for Reporting Concussion Incident:</b><br/> <a href="https://cattonline.com/wp-content/uploads/2017/10/CATT-Concussion-Incident-Report-V4-May-2019.pdf">https://cattonline.com/wp-content/uploads/2017/10/CATT-Concussion- Incident-Report-V4-May-2019.pdf</a></p>  <p><b><u>If no signs/symptoms present</u></b><br/> Monitor: for some individuals concussion signs/symptoms can take 48 hours to emerge.</p> | <p><b>&gt;TOOL Guiding a Return to Sport &amp; Activity:</b><br/> <a href="https://cattonline.com/wp-content/uploads/2017/10/CATT-Return-to-Sport-V11.pdf">https://cattonline.com/wp-content/uploads/2017/10/CATT- Return-to-Sport-V11.pdf</a></p> <p><b>Medical Clearance</b> (may be used by licensed health care provider to medically clear student for play):<br/> <a href="https://parachute.ca/wp-content/uploads/2019/06/Medical-Clearance-Letter.pdf">https://parachute.ca/wp-content/uploads/2019/06/Medical- Clearance-Letter.pdf</a></p> <p><u>Note:</u> Timelines and activities may vary by direction of a health care professional.</p> |  |
|  | <p>For some students, concussion symptoms may persist for weeks, months or even years and may necessitate referral to the school-based resource team or community-based professionals/agencies.</p> <p>Risk factors for prolonged recovery experiences include:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• pre-existing learning, attention and mental health disorders</li> <li>• history of concussion</li> <li>• history of migraine headaches</li> <li>• socio-economic disadvantage</li> </ul>   |  |

**CONCUSSION RESOURCES:**

Concussion Awareness Training Tool (CATT)

<https://cattonline.com/>

CATT Concussion Information Package for School Professionals

[Concussion Information Package for School Professionals \(PDF\) – CATT Online](#)

CATT Concussion Information Package for Parents/Caregivers

<https://cattonline.com/concussion-information-package-for-parents-caregivers/>

CATT Concussion Information Package for Students and Athletes

[Concussion-Resources-for-Athletes-CATT-V4-August-2021-1.pdf \(cattonline.com\)](#)



## PHYSICAL RESTRAINT AND SECLUSION

### Background

The district recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all of its students and employees. The district believes that respect for student rights, maintaining student dignity and the safety of all involved is paramount.

Behaviour is a form of communication and interventions for all students are to emphasize prevention and promotion of positive behaviour to protect the individual's and other's safety.

The district recognizes that the use of emergency physical restraint or seclusion procedures may be necessary when a student presents imminent danger to themselves or others. Every effort is made to employ preventative actions that preclude the need for the use of physical restraint or seclusion.

### Definitions

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

- The provision of a 'physical escort' (i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting-out to walk to a safe location) does not constitute physical restraint.
- The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort, also does not constitute physical restraint.

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

- Behaviour strategies such as "time out", used for social reinforcement as part of a behaviour plan, are not considered 'seclusion.'
- The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

Time out is the removal of a child from an apparently reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time. Time out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

- Time out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in a location outside of the classroom.
- Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

### Procedures

1. Physical restraint and seclusion procedures are emergency procedures and are to be used only in exceptional circumstances where a student is in imminent danger of causing harm to self or others.

2. All school staff members are expected to use positive behaviour interventions and supports and de-escalation techniques, where possible. All specialized staff who work directly with a student in situations where there is a potential for imminent danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others are expected to be trained in the safe use of physical restraints and seclusion.
3. Parents and, where appropriate, students are to be offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
4. Every instance where physical restraint and/or seclusion or the use of "timeout" outside of a classroom has occurred is to be documented by the employee who uses the technique.
5. Prevention/intervention strategies are reviewed and revised in situations where:
  - 5.1 Repeated use of physical restraint and seclusion for an individual student occurs.
  - 5.2 Multiple uses of physical restraint and seclusion occur within the same classroom, or
  - 5.3 Physical restraint and seclusion is repeatedly used by an individual.
6. Incidents of physical restraint and seclusion will be reported immediately to the principal and forwarded in a timely manner to the Superintendent.
7. The Superintendent will review this Operational Procedure on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.

Reference: Sections 6, 7, 20, 22, 26, 65, 85 School Act  
Youth Justice Act  
Youth Criminal Justice Act (Canada)

Adopted: June 2021

# Human Resources

## Operational Procedures



## **HUMAN RESOURCES STATEMENT OF GUIDING PRINCIPLES FOR HUMAN RESOURCES**

The Board of Education is committed to attracting, retaining, developing, and motivating the highest quality employees to fulfill the Mandate for the School System of the Province of British Columbia, as well as the Board's educational philosophy and foundational beliefs about the education of Nisga'a students.

In order to support employees in providing the best quality education available to the students of School District 92 (Nisga'a), the Board has committed to four guiding principles:

- Processes for recruitment, selection, assignment, and evaluation of employee performance will be documented and transparent.
- Where qualifications for positions are objectively equal, preference will be given to Nisga'a candidates.
- All employees are to be held accountable for their job performance in keeping with professional standards and their employment contracts.
- The school district acknowledges its responsibility to develop future Nisga'a employees and leaders for School District 92.
- The Superintendent has established specific Human Resource goals, which are to enhance and sustain:
  - An atmosphere of mutual respect and collegiality that promotes teamwork and employee engagement.
  - A positive working relationship between the Board and our employees by negotiating and administering contracts and collective agreements such that the terms and administration of the agreements are based on mutual respect between the parties.
  - A culture where ethical and lawful behaviour is the only acceptable behaviour on the part of all District employees, including compliance with the Canadian Charter of Rights and Freedoms.
  - An environment which ensures knowledge of, and compliance with, all applicable regulatory and legal requirements affecting the operation of the school district.
  - A system that promotes and supports continuous professional growth and development.



## RESPECTFUL WORKPLACE

### Background

The Nisga'a School District is committed to ensuring a respectful work and learning environment where all individuals are treated with respect and in a manner that is free from discrimination, harassment, bullying and retaliation. Every employee has the right to work in an atmosphere that promotes equal opportunities, and that is free from discrimination, bullying and harassment.

Bullying, harassment, and discrimination can come from many sources including coworkers, supervisors and employers, or from external sources such as students, parents, members of the public or workers from other organizations.

It's also important to note that reasonable management action is not considered workplace bullying and harassment. Principals and supervisors have many responsibilities – including directing and supervising how work is performed, monitoring workflow, and providing feedback on performance. As long as those actions are taken in a respectful manner, they do not constitute bullying and harassment.

### Definitions

#### Bullying and Harassment

Are generally defined as any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated. It excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment. Examples of conduct or comments that may constitute bullying and harassment include, but are not limited to:

- Unwelcome comments, jokes, innuendo or teasing, practical jokes, the nature of which is to humiliate, ridicule or degrade.
- Verbal aggression, insults or calling someone derogatory names.
- Vandalizing a worker's personal belongings.
- Sabotaging another person's work.
- Carrying out harmful or offensive initiation practices or hazing.
- Making personal attacks based on a worker's private life or personal traits.
- Making aggressive or threatening gestures.
- Cyber-bullying, including sending harassing emails or text messages or posting humiliating or intimidating information on social media or websites.

#### Discrimination

Based on, or related to, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age, or criminal or summary conviction that is unrelated to employment.

#### Sexual Harassment

Any conduct, comments, gesture or contact of a sexual nature that is unwelcome, likely to cause offence or humiliation to an employee, detrimentally affects the work environment or a condition has been placed on employment or opportunity for training or promotion.

**Person**

Any individual, whether or not employed by the district. A 'person' could be a parent, student, contractor or member of the public that employees have contact with in the workplace

**Complainant**

An employee who believes they have been subjected to or observed discrimination, bullying, or harassment in the workplace.

**Respondent**

A person in the workplace against whom a complaint or discrimination and/or bullying and harassment has been made.

**Procedures**

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

1. All employees must:
  - 1.1 Refrain from engaging in discrimination or bullying and harassment.
  - 1.2 Report any discrimination or bullying and harassment that is observed or experienced using the district's reporting procedures.
  - 1.3 Enforce and comply with the policy and procedures.
2. Supervisors/Managers/Principals are expected to:
  - 2.1 Take all reasonable steps to ensure the health and safety of workers under their supervision, including by taking reasonable action to prevent where possible, or otherwise minimize workplace bullying and harassment.
  - 2.2 Enforce and comply with the policy and procedures.
  - 2.3 Ensure staff at their school/site have received the Respectful Workplace Training and are aware of the requirements to comply with these policies and procedures.
  - 2.4 Liaise with Human Resources to undertake and participate in investigations.
3. Nisga'a School District 92 will take all reasonable steps to prevent where possible, or alternatively to minimize workplace discrimination and bullying and harassment by:
  - 3.1 Applying and enforcing the policy and procedures and ensuring that all employees are informed about the policy and procedures.
  - 3.2 Providing adequate training to supervisors/managers/principals and employees in respect of standards of acceptable workplace conduct and the concepts of discrimination, bullying and harassment.
  - 3.3 Investigating, where appropriate, allegations of Discrimination, Bullying and/or Harassment.

**Resolution Process****Informal Resolution**

An employee who feels they have been subject to or has observed discrimination or bullying and harassment in the workplace (the "complainant") is encouraged to begin by approaching the alleged bully/harasser (the "respondent"), informing the respondent of their discomfort with the behaviour, and asking the respondent to stop.

This is often the simplest and most effective way to end the discrimination or bullying and harassment. However, the complainant is not obligated to confront the respondent.

If the discrimination or bullying and harassment does not stop, or if the complainant is not comfortable in approaching the respondent directly, the complainant must proceed to file a formal complaint.

### **Formal Complaint**

A formal complaint should be made in writing and should be made as soon as possible to facilitate early investigation and resolution. Complaints must be made within six months of the event or action that is the basis of the complaint.

A formal complaint must:

- Explain the nature of the complaint in writing, providing as much detail as possible as to the nature of the events and when and where they occurred.
- Be signed and dated; anonymous complaints will not be investigated.
- Specify by name, if known, of all participants and witnesses.
- Specify any steps taken previously to address or resolve the complaint.

Employees should report any incidents or complaints to their principal/supervisor/manager.

The principal/supervisor/manager will contact Human Resources for assistance and to initiate an investigation. Human Resources will inform the Superintendent or Secretary Treasurer of the existence of the complaint.

If the complainant's supervisor is the person engaging in the discriminating, bullying and/or harassing behaviour, the complainant will contact Human Resources.

Complaints against the Superintendent should be directed to the Chair of the Board of Education.

Employees are encouraged to provide as much information as possible in the initial report, such as the names of people involved, witnesses, location of events, dates, and what behaviour and/or words led to the complaint.

Any supporting documents should be included. Supporting documents may include, but are not limited to emails, handwritten notes, photographs, text messages, vandalized belongings.

### **Investigations**

Complaints that fall within the scope of the definitions of discrimination, bullying and/or harassment will be investigated. The investigation will be approached in an unbiased manner.

The Superintendent or designate may determine whether to conduct an internal investigation or, in appropriate circumstances, to engage an external investigator.

When a complaint of discrimination, bullying and/or harassment under these procedures is the subject of an applicable collective agreement, the investigation and resolution process will be carried out in accordance with the collective agreement.

Investigations under this procedure shall be fair, impartial and shall be undertaken promptly. Reasonable efforts will be made to ensure investigations are sensitive to the interests of all parties involved.

Both the complainant and the respondent are entitled to a fair hearing. The investigator will interview the complainant, the respondent and any other witnesses the investigator believes may have information relevant to the complaint. The respondent will be given the details of the complaint and will be provided with a reasonable opportunity to respond.

### **Remedial Steps and Consequences**

If a complaint is found to have merit, then appropriate remedial or disciplinary action will be taken. This action may include education, training, and formal disciplinary action up to and including dismissal of the offending person(s).

### **Confidentiality**

Complaints and reports of discrimination, bullying and/or harassment involve confidential and sensitive matters. Confidentiality is required so those who may have experienced or observed discrimination, bullying and/or harassment will be free to come forward and the reputations and interests of those accused are protected.

All employees involved in a discrimination, bullying and/or harassment complaint must maintain the confidentiality of any information they receive during the course of the investigation process. Any employee breaching confidentiality may be subject to disciplinary action, up to and including dismissal.

### **Retaliation**

Retaliation of any kind against any employee who, in good faith, files a complaint of discrimination, bullying and/or harassment will not be tolerated.

### **Frivolous, Vexatious and Bad Faith Complaints**

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

### **Training**

Employees will be reminded of their rights and responsibilities under this procedure on an annual basis. Additional training periodically may be provided at the direction of the Superintendent.

### **Storage of Reports**

All documentation related to a harassment investigation will be stored in a secure confidential file.

Reference: Section 8, 8.4, 8.5, 20, 22, 65, 85, 177 of the School Act  
BC Human Rights Code  
Canadian Chart of Rights and Freedom  
Collective Agreement



## CRIMINAL RECORD REVIEWS FOR STAFF AND VOLUNTEERS

### Background

Students are to be provided with a safe and secure environment in which to learn. In fulfilling its responsibilities, the district will meet the requirements of the Criminal Records Review Act (the “Act”)

The district acknowledges and accepts its responsibility to ensure that criminal record reviews are conducted on all employees and any other person who may potentially have unsupervised access to students.

### Procedures

1. All employment with the district will be conditional upon a satisfactory criminal record review. Criminal record reviews are to be completed for employees and practicum students in accordance with the Act.
2. All persons other than employees and practicum students who may have unsupervised access to students for the purpose of this Operational Procedure are defined as non-employees. Non-employees as defined in this Operational Procedure include but are not limited to volunteers, contractors, and homestay parents.
  - Review of non-employees is required every three years.
  - Criminal record reviews are to be held in strict confidence.
  - The results of the review must be satisfactory to the Secretary-Treasurer before the employee, practicum student or non-employee commences or continues an activity where unsupervised access to students may occur.
3. When an employee is charged with or convicted of an offence, under the Criminal Code of Canada, the Controlled Drugs and Substances Act, the Child, Family, and Community Service Act, or similar legislation, the employee is required to immediately inform the Superintendent. A written explanation may accompany the notification.
4. An employee who is subject to any prohibitions, restrictions, or orders; including but not limited to probation, recognizance or similar orders; issued or imposed by the court, a law enforcement agency, that restrict or forbid the employee from having contact with minor children or that are otherwise relevant to the position held by the employee, shall immediately inform the Superintendent of such limitations.
5. Failure to notify the Superintendent as required by this Operational Procedure may justify termination of employment with the school district.
6. The Superintendent may require an employee to provide a current (within 6 months) Criminal Record Check at end time during the employment period.

Reference: Sections 20, 22, 65, 85 School Act  
Child, Family and Community Services Act  
Criminal Records Review Act  
Controlled Drugs and Substances Act  
Criminal Code of Canada  
Food and Drugs Act  
Public Safety Statutes Amendment Act

Adopted: November 2020



## WHISTLE-BLOWING PROTECTION

### Background

This Operational Procedure addresses the commitment by the district to integrity and ethical behaviour by helping to foster and maintain an environment where employees can act appropriately, without fear of retaliation. Employees are strongly encouraged to discuss with supervisors, managers or other appropriate personnel, when in doubt, about the best and ethical course of action in a particular situation.

### Procedures

1. It is the duty of every member of staff to speak up about genuine concerns in relation to criminal activity, breach of a legal obligation (including negligence, breach of contract, breach of administrative law), miscarriage of justice, danger to health and safety or the environment, and the cover up of any of these in the workplace. This duty applies whether or not the information is confidential.
2. The district is committed to ensuring that any staff concerns of this nature will be taken seriously and investigated in a manner deemed appropriate by the Superintendent. A disclosure to the Superintendent will be protected if the member of staff has an honest and reasonable suspicion that the malpractice has occurred, is occurring or is likely to occur. A staff member who raises a concern reasonably and responsibly will not be penalized in any way.
3. Staff members are encouraged to raise any genuine concern directly with the Superintendent, who will inform the Board of the disclosure. However, staff members may raise the matter directly with the Board Chair if circumstances prevent a disclosure to the Superintendent.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act

Adopted: June 2021



## CONFLICT OF INTEREST

### Background

The district expects employees to act with the highest standards of integrity in discharging their employment duties. In order to maintain the public's trust and confidence it is essential that employees acting on the district's behalf avoid both the perception and any existence of conflict of interest.

A conflict of interest arises when an employee's private or financial interests compete with his or her professional duties to the district. The district expects that its employees will not engage in activities where their actions or decisions are affected by personal gain, financial or otherwise or raise a reasonable question of conflict with their duties and responsibilities.

### Procedures

1. Definitions
  - 1.1 Perceived conflict of interest - A perceived conflict of interest exists when an employee's private interests would appear to a reasonable person to conflict with their job duties, even though there may not actually be a conflict.
  - 1.2 Potential conflict of interest - A potential conflict of interest exists when an employee has private interests that, while no conflict has yet arisen, a conflict would arise were the employee to become involved in discharging workplace responsibilities in the future that could be influenced by the private interest.
2. The following conduct by an employee will be considered to be a breach of conflict of interest:
  - 2.1 Receiving payment for privately providing services that are part of their responsibilities as an employee.
  - 2.2 Promoting at an employee's school/site any services they privately offer to employees, students, or parents. Any private services provided must not take place on district premises.
  - 2.3 Engaging in any activity outside regularly related employment duties, during working hours that promotes or involves an employee's business interests or those of their immediate family.
  - 2.4 Utilizing district services, premises, materials and equipment for an employee's business or their immediate family interests or other purpose which might compromise the interests of the district.
  - 2.5 Receiving personal gain, financial or otherwise for the sale of work or materials produced for the district as part of the employee's normal duties for which the employee has been adequately compensated by the district.
  - 2.6 Demanding or accepting, directly or indirectly, a gift, favour, commission, benefit or services of any value where a personal benefit results, from any individual, organization, firm or corporation which might be interested in doing business with the district or may otherwise be interested in a benefit, gain, special consideration or favour from the district.

- 2.6.1 It is recognized that hospitality and token promotional gifts or prizes of nominal value (less than \$200) are an accepted courtesy in a business relationship. Recipients of such token gifts or hospitality are cautioned to ensure acceptance does not result in compromised objectivity.
  - 2.6.2 Gifts or prizes of other than nominal value is property of the district and must be disclosed to the Secretary-Treasurer to determine how they are best to be used to benefit the district.
  - 2.7 Giving preferential treatment, in the performance of duties, to an individual, corporation or organization, in which the employee or their immediate family has a financial interest.
  - 2.8 Selling or assisting in the sale of supplies or equipment within or to the district and furnishing lists of students or parents to anyone selling such services or material.
  - 2.9 Making personal bids on the sale of district property or goods other than those disposed of at public auction.
  - 2.10 Representing themselves as being in a position to commit the district to the purchase of goods or services, except in accordance with relevant policies and procedures, and within the recognized authority of their position.
  - 2.11 Divulging confidential information that employees receive because of their employment with the district. Any information received must be kept confidential and is not to be divulged to anyone other than individuals authorized to receive such information.
  - 2.12 A business relationship between the district and an employee with external business interests. Exceptions may be made where no other source for the required product or service is available. In such cases, Secretary-Treasurer approval is required.
3. Employees are expected to request a determination from the Superintendent or Secretary-Treasurer before engaging in any activity that might reasonably raise questions about a possible conflict of interest.
4. Disclosure Process:
- 4.1 When an employee is aware, they have a possible conflict of interest, they must disclose it, within 30 days, to the Secretary Treasurer.
  - 4.2 Employees will outline:
    - 4.2.1 Specific duties that are relevant to the possible conflict.
    - 4.2.2 Specific private interests relevant to the possible conflict; and
    - 4.2.3 Any interests of the district that you are aware of related to upholding public trust and confidence.
  - 4.3 When a possible conflict of interest has been reported, the Secretary-Treasurer will decide if the conflict exists and if it must be resolved or how it could be mitigated.
5. Duty to Report
- 5.1 Employees will comply with all applicable laws and regulations and have a duty to report to the Secretary-Treasurer, in writing, any situation that they believe.
    - 5.1.1 Contravenes the law or district regulations.
    - 5.1.2 Misuses public funds.

6. Employment Outside of the District

6.1 Employees who are engaged in employment or who have business interests outside of their employment with the district must comply with the following guidelines:

6.1.1 The outside employment or business interests must not interfere with performance of the employee's duties to the district and must take place outside of the employee's normal or scheduled working hours.

6.1.2 The employee shall not use the district's time or resources (including but not limited to photocopies, email, printers, vehicles, cellular phones, equipment, and supplies) for the benefit of non-district employment or business interests.

6.1.3 The employee shall not engage in any outside employment or business interest that is incompatible with the employee's assigned duties.

Reference Sections 20, 22, 23, 65, 85 School Act  
Employment Standards Act

Adopted November 2020



## EMPLOYEE PARTICIPATION IN ELECTED OFFICE

### Background

The Superintendent may grant a leave of absence for an employee elected to public office. An employee in an elected office that continues to work for the district will ensure that there is no conflict of interest pursuant to Operational Procedure 404 and that there continues to be a duty of loyalty to the school district and no excessive absenteeism due to the work of the elected office.

### Procedures

1. Wherever possible, an employee who wishes to run for public office is to notify their immediate Supervisor prior to declaring that intention publicly.
2. An employee may apply to the Superintendent in writing for a leave of absence without pay to conduct a political campaign once accepted as a candidate for public office (e.g., Board, Municipal, Nisga'a Lisims, Provincial, or Federal Government).
3. Any leaves granted under this Operational Procedure will cover the period between the issue of the election writ and the day on which results of the election are declared.
4. If the candidate withdraws from the election prior to the election, then the leave may cease because of a mutual agreement between the employee and the district.
5. On taking office as an MP or MLA an employee will be placed on leave of absence without pay for the first term of office period. Should an employee resign from office during or at the end of the first term or be defeated, employment with the district in an appropriate position will be offered. Should the employee be elected to a second term of office, the employee will be required to resign from the district.
6. Should an employee's campaign for public office prove to interfere with the performance of his/her duties and responsibilities required by their position the district may choose to consider the employee's dismissal for cause.
7. Should a conflict arise due to the dual responsibilities of holding public office and maintaining district employee duties, mutually satisfactory alternate arrangements may be required and agreed to on an individual basis.
8. The Superintendent has final authority to make final determination on extra-ordinary requests or unforeseen circumstances, within the parameters of this procedure.

Reference: Sections 22, 65,85 School Act  
Employment Standards Act  
Freedom of Information and Protection of Privacy Act  
Collective Agreement

Adopted: November 2020



## DISTRIBUTION OF POLITICAL OR UNION MATERIALS

### Background

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

### Procedures

1. Campaigning in district schools by individual candidates or parties for municipal, school board, provincial, or federal elections is prohibited except that:
  - 1.1 Principals may organize all-candidate forums or assemblies for educational purposes, provided the attendance is by invitation and voluntary and all parties are given equal opportunity; and
  - 1.2 School space may be rented after hours by a candidate or party on a commercial use basis.
2. The posting or distribution of campaign materials associated with elections on lands or within buildings owned by the district is prohibited, except that campaign materials may be:
  - 2.1 Posted and distributed in that portion of a school rented for a campaign meeting or being used for an all-candidates forum; however, all political materials must be removed from school premises at the end of any such meeting.
  - 2.2 Used as classroom teaching resources on the condition that support for an individual candidate or political party is not solicited; and
  - 2.3 Posted regarding school board elections as directed by the Board.
3. Political campaign materials may not be distributed through the school or sent home to parents although it may be used directly with high school students attending meetings described in Section 1 above.
4. The distribution of Association or Union materials on school property or using school district technology is a matter to be undertaken by the Association or Union and the Superintendent. Individual employees are prohibited from distributing such materials without the written approval of the Superintendent or designate. If such approval is denied, the Superintendent will raise the matter with the local Association or Local.
5. The principal shall report to the Superintendent any unusual circumstances that may originate from these procedures.
6. The Superintendent may be requested to rule on extraordinary requests within the parameters of this Operational Procedure. Any such occurrence will be reported to the Board as information.

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

Adopted: June 2019



### **EMPLOYEE HEALTH, WELLNESS AND ATTENDANCE**

#### **Background**

The district recognizes the contribution each employee makes to the achievement of the district's goals and the provision of services to its students, and the importance of the physical, emotional, and mental health of its employees. The district also recognizes that absence because of illness or other reasons is unavoidable and, as a result, employees may be absent from work from time to time. The district is committed to initiatives and measures designed to support all employees being healthy and working in an environment that promotes positive connections to the workplace and therefore optimal attendance at work.

The district understands that the workplace and the environment can influence the well-being and performance of its employees and therefore the functioning of the district in service to students. The district is committed to ensuring a healthy workplace and assisting employees in managing their health and well-being. The district recognizes that the best way to support attendance and reduce absenteeism is to have a supportive and health-focused environment for its employees.

#### **Procedures**

1. The district is committed to the idea that, there is a strong connection between the health and well-being of people and their work environments. When people feel valued, respected, and satisfied in their jobs and work in safe, healthy environments, they are more likely to be more productive and committed to their work. Everyone can benefit from a healthy workplace.
2. The district supports initiatives intended to enhance workplace health and wellness and staff attendance to the extent that those initiatives focus on personal health and wellness and a healthy workplace as means of supporting employee attendance.
3. The district expects employees to attend work on a regular and consistent basis and is committed to making every reasonable effort to assist employees in achieving and maintaining regular attendance.
4. It is understood that some absences are unavoidable, but it is also recognized that pro-active, early, and ongoing intervention with employees can assist greatly in improving attendance and aid employees to return to the workplace.
5. The district understands the importance of minimizing workplace stress even while maintaining high standards and expectations for employee performance.
6. It is understood that employee wellness extends beyond the workplace and there will be an employee and family assistance program (EFAP) to support employee and family well-being.
7. The district expects that employees are to be treated fairly in all matters surrounding attendance issues and managers will work to ensure that this Operational Procedure is understood by all staff.
8. District administrative staff will consult with representatives of The Canadian Union of Public Employees Local 2298 (CUPE 2298), the Nisga'a Teachers' Association (NTA) and the Nisga'a Administrators' Association (NAA) to develop and implement an Attendance Support and Wellness Program (ASWP) consistent with this Operational Procedure.

9. The ASWP will take into consideration guidance and options that arise from any provincial shared services initiatives while ensuring adherence to this Procedures.
10. The Secretary-Treasurer will provide leadership in collecting and sharing attendance data with representatives working on the ASWP, ensuring confidentiality and respect for privacy while looking for trends that may support health and wellness initiatives and optimal attendance for employees.
11. Supervisors and managers will work with representatives of employee groups both within the ASWP and as a matter of supervisory responsibility to support employees whose attendance patterns demonstrate a need for enhanced support or intervention with a focus on health, wellness and support measures.
12. The Manager of Human Resources will prepare periodic reports throughout the school year for the Superintendent for presentation to the Board concerning health and wellness initiatives, the ASWP and related attendance or absence data.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act  
Workers Compensation Act  
Occupational Health and Safety Regulation

Adopted: November 2020



## EMPLOYMENT OF NON-TEACHING STAFF

### Background

The quality of the educational environment is dependent on the staff it recruits. Consequently, the district will work to attract and retain personnel with suitable credentials, skills, and attitudes to work in support of student success in an effective and efficient district operation.

The district subscribes to the provisions and principles of the BC Industrial Relations Act (Part 1, Sections 2 and 3) and the BC Human Rights Code and the district commits to maintaining an employment environment that is free from discrimination against any potential employee.

Recruitment and hiring of non-teaching personnel is the responsibility of the Director of Human Resources in consultation with the immediate management supervisor. The district will ensure that its recruitment and hiring practices are fair and equitable.

### Procedures

1. Every effort will be made to avoid any perceived or real conflict of interest related to employment of staff. A potential conflict of interest must be declared and resolved prior to any decisions regarding appointments to positions of employment.
2. When the advertised position is not within a Collective Bargaining Unit, preference will be given to the most suitable candidate.
3. For positions covered by a Collective Agreement, appointments shall be made by promotion, transfer, recall, or new employment and are subject to the processes outlined in the Collective Agreement.
4. For positions not covered by a Collective Agreement or in cases where there has been no successful applicant from within the Bargaining Group all vacancies will be filled by appointments made from applications received as a result of the advertised vacancies on the district website and on a variety of external mediums as necessary.
5. Vacancy
  - 5.1 When a vacancy occurs, the posting shall be prepared indicating the classification of the position, duties, qualifications, wages, and date of appointment.
  - 5.2 All CUPE 2298 related postings will be done in accordance with the Collective Agreement.
  - 5.3 A posting template shall be used.
  - 5.4 Interested applicants will be asked to complete a standard application form which is consistent with provincial and federal regulations.
  - 5.5 All applications will be treated confidentially.
6. The Manager of Human Resources shall be responsible for the effective and efficient implementation of these procedures.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 School Act  
Employment Standards Act  
Human Rights Code  
Labour Relations Code  
Collective Agreements



## WRITTEN REPORTS ON TEACHERS

### Background

It is recognized that that striving for educational excellence in the inclusive classroom must involve an ongoing process for instructional improvement. To foster this, a broad view of evaluation and assistance must be created.

Students are best served when a high quality of classroom instruction and teacher performance is provided and maintained. Therefore, the Board has directed that all employees be held accountable for their job performance, and Superintendent requires that a system of regular evaluation is in place. Formative and summative evaluations are undertaken to ensure that:

- Quality instruction takes place.
- A process for commendation and improvement of teacher performance is followed; and
- Information

### Procedures

1. Both formative and summative evaluation practices are to be conducted in an atmosphere of professional respect.
2. Administrators are to ensure that the procedures associated with teacher evaluation are in compliance with the collective agreement and are well known to the teacher.
3. There is to be a clear differentiation between the teacher evaluation process which results in a summative report and supervision of instruction carried out by administrators as part of their regular duties.
4. Criteria
  - 4.1 Criteria to be evaluated shall be discussed by the report writer and teacher in advance.
  - 4.2 It is the intent of the formal evaluation process that the report writer and the teacher discuss and resolve the operational interpretation and application of the criteria to be used. Both the teacher and report writer are entitled to consult with a colleague prior to accepting or finalizing the interpretation of any criteria.
  - 4.3 Criteria used in the evaluation of teachers who hold positions of special responsibility and who are not teaching in a classroom on a regular basis shall be of a competence-based nature and shall be determined by the teacher and the evaluator, comparable in principle to those below.
  - 4.4 Extra-curricular activities shall not form any part of the job description, posting, hiring, or evaluation of any teacher. However, a teacher may request a comment in their evaluation report on any additional voluntary activities in which the teacher is involved with students, staff, or professional organizations.

5. Instruction Procedures
  - 5.1 Shows evidence of daily planning.
  - 5.2 Shows evidence of long-term planning.
  - 5.3 Demonstrate knowledge of subject matter.
  - 5.4 Presents subject matter in a non-discriminatory and unbiased manner.
  - 5.5 Clearly communicates lesson content.
  - 5.6 Conveys and meets the lesson objectives.
  - 5.7 Provides individual instruction, where possible, after considering students' interests, abilities, and needs, working with appropriate resource personnel where necessary.
  - 5.8 Effectively uses a variety of instructional techniques.
  - 5.9 Provides appropriate pacing of instruction.
  - 5.10 Demonstrates skills in developing student interest and in motivating students.
  - 5.11 Communicates enthusiasm and the importance of learning.
  - 5.12 Provides opportunity for questioning, speculation, and originality.
  - 5.13 Asks questions which promote a higher order of thinking skills.
  - 5.14 Assigns activities which utilize and reinforce or expand on the content of the lessons.
  - 5.15 Develops and uses appropriate and effective evaluation and reporting procedures.
6. Teacher/Student Relations
  - 6.1 Establishes mutually respectful relationships with all students.
  - 6.2 Enhances the development of the social behaviour of the classroom group.
  - 6.3 Encourages individuals to assume responsibility for their own actions and practice self-discipline.
  - 6.4 Maintains harmonious and constructive relations in the class by demonstrating such traits as consistency, respect, and fairness.
  - 6.5 Encourages the contribution of all students.
  - 6.6 Encourages such traits as active and enthusiastic classroom participation.
  - 6.7 Encourages student on-task activity.
  - 6.8 Encourages all students to achieve to their fullest potential.
  - 6.9 Deals with students in a non-discriminatory manner.
  - 6.10 Models and reinforces the qualities of an educated person, and the district priorities as outlined in the district's strategic plan – Dim luu-ts'ipkw hli gawisit.
7. Classroom Organization and Management
  - 7.1 Uses appropriate classroom management techniques to create a classroom environment conducive to learning.
  - 7.2 Communicates and reinforces expectations for student behaviour.

- 7.3 Creates a physical environment which is within the teacher's control and is favourable to learning.
- 7.4 Maintains accurate documentation on student attendance, and where required, student behaviour.
- 8. Communications
  - 8.1 Communicates effectively with students.
  - 8.2 Participates in staff decision-making, where applicable, as it pertains to her/his student.
  - 8.3 Models and encourages effective communication and cooperative problem-solving with parents and colleagues.
  - 8.4 Displays appropriate interpersonal skills with students, staff, and parents.
- 9. Professional Development/Involvement
  - 9.1 Evaluates, revises and improves where necessary, personal program materials and teaching methods on a continuing basis.
  - 9.2 Endeavors to participate in professional and curriculum development activities.
  - 9.3 Works towards the implementation of staff determined school goals.

### **Report Content and Disposition**

Summative teacher evaluation reports must be in writing and contain the following statements:

1. In the conclusion:  
 "In the District, teacher evaluations are rated as either 'satisfactory' or 'less than satisfactory.' In conclusion, in my opinion, based on the observations made and the information gathered, at this time and in this teaching assignment, the performance of [teacher's name] is judged to be [satisfactory] or [less than satisfactory]."
2. Disposition of report  
 The original report shall be submitted to the Manager of Human Resources, with one (1) copy given to the teacher and one (1) copy kept in the confidential personnel file.

Reference: Sections 7, 15, 17, 20, 22, 65, 85 School Act  
 School Regulation 265/89  
 Local Collective Agreement

Adopted: November 2020



## TEACHER LEAVES OF ABSENCE REQUIRING SUPERINTENDENT APPROVAL

### Background

There are several Collective Agreement articles where leaves of absence are granted automatically.

The district recognizes the significant role that teachers play in the lives of students. The ongoing regular and consistent relationship between teacher and student is a critical part of the education of our students, and this relationship must be nurtured and protected as much as is possible.

The district wishes to minimize disruptions in the continuity of programs as a result of teacher absences, while at the same time acknowledging that there are special circumstances that require a teacher to be absent from class during instructional time. It is for this reason that the district has developed guidelines for personal short-term leaves. These guidelines are intended to be helpful to teachers as they consider making requests for leaves of absence from their teaching duties. The guidelines indicate the factors the district will consider in determining whether to approve or not approve a specific request.

### Procedures

1. Requests by teachers for leaves of absence not covered by the Collective Agreement or requests for extensions to leaves beyond the timelines provided in the Collective Agreement will be made to the Superintendent and will be judged on their individual merits.
2. The district's primary consideration is the quality and continuity of service to students.
3. The district recognizes that there are special circumstances that may make it necessary for a teacher to request a leave of absence other than those provided for in the Collective Agreement. Such requests will be given due consideration.
4. The district acknowledges that there are many circumstances that result in teacher absences from classes over which the district has no direct influence. Therefore, the district considers very seriously any request for absences which are discretionary in nature, or which constitute an extension to the amount of leave time provided for in the contract.
5. A request for a leave of absence requiring Superintendent approval will be considered based on several factors, including:
  - 5.1 Length of employment in the district
  - 5.2 Attendance record of the employee
  - 5.3 Nature of the request
  - 5.4 Time of the year
  - 5.5 Length of the leave request
  - 5.6 Availability of a replacement teacher who can maintain quality and continuity of service to students
  - 5.7 Any costs to the district
6. Each request for leave of absence requiring Superintendent approval will be treated as a confidential matter by District Office Staff.

7. Requests for leaves of absence requiring Superintendent approval must be made in writing. A fully completed leave request form must be submitted at least two weeks prior to the dates for which the request is being made. An exception will be granted as per the Collective Agreement when there is a request for extension to Bereavement Leave or Emergency Leave. In those cases, leave requests shall be made as soon as is practical.
8. As the Superintendent considers the leave request, the following procedures will serve as reference.
  - 8.1 Leave requests may be approved when:
    - 8.1.1 The leave requested does not contravene any procedure or practice the district has implemented.
    - 8.1.2 The leave request, in combination with all other absences from teaching duties, does not place an unreasonable hardship on the classroom learning environment.
    - 8.1.3 A suitable replacement, where necessary, can easily be found to support the continuity of service to students. For example, if there is a teaching partner, it is preferable that the partner is prepared to replace the teacher requesting leave for the duration of the absence.
    - 8.1.4 The leave will cause no disruption of instruction for students.
    - 8.1.5 Special consideration will be given to leave requests which are supported by documentation from a provincial, national or international body indicating that the leave, if granted, will allow the individual to participate in a provincial, national or international educational, cultural or athletic event or series of events
  - 8.2 Leave requests may be denied when:
    - 8.2.1 Granting the leave would detrimentally affect the instruction delivery to students.
    - 8.2.2 The leave request constitutes an extension to a break in school session and is for vacation purposes.
    - 8.2.3 The leave request would, if granted, add to a number of absences from the classroom that could negatively impact the learning environment.
    - 8.2.4 The leave would create an undesirable precedent for the district.
    - 8.2.5 The leave request has not been submitted in compliance with the timelines indicated in section 6 above.
9. Applicants for leave of absence requiring Superintendent approval will be advised of the Superintendent's decision as soon as is practical.

Reference: Sections 22, 65, 85 School Act  
Collective Agreements



## **RECRUITMENT AND SELECTION OF EXEMPT DISTRICT STAFF, PRINCIPALS AND VICE-PRINCIPALS**

### **Background**

The Board reserves the sole authority to recruit and select an individual for the position of Superintendent.

Further the Board has designated the Superintendent of Schools as Chief Executive Officer for the district. The Superintendent of Schools/CEO has authority for recruiting and selecting all other staff within existing legislation, budget allocations and collective agreements, except for the Secretary-Treasurer where the recruitment and selection process will engage the Board.

The Board believes that the first consideration in the assignment of principals and vice-principals must be for the administrative needs of the district and its schools in support of student achievement. The Board also believes that consideration must be given to the benefits that a change in assignment will provide individual principals in the district and of the expertise and leadership that such principals will bring with them. In the assignment of a principal and vice-principals to a school, therefore, the Superintendent of Schools will consider principals and vice-principals currently in the district. Once assignments of current principals have been finalized, any remaining vacant principalships shall be advertised. Once assignment of current vice-principals has been finalized, any vacant vice-principal positions shall be advertised. The Superintendent will solicit appropriate input from school staff and school PAC/parent representatives during the selection process.

It is understood that principals report to and are directly accountable to the Superintendent and the principal shall function as part of a district administrative team and play a leadership role in district initiatives as assigned by the Superintendent. Principals shall be appointed to the district and shall be assigned or reassigned to specific school assignments by recommendation of the Superintendent and Board motion.

It is understood that vice-principals report to and are directly accountable to the principal. The vice-principal shall function as part of a District administrative team and play a leadership role in district initiatives. Vice-principals shall be appointed to the district and shall be assigned or reassigned to specific school assignments by recommendation of the Superintendent and Board motion.

Vice-principals can be viewed as potential principals and are to avail themselves of opportunities for training and experience so as to become a strong candidate for future principal appointments.

### **Procedures**

1. Selection of the Superintendent
  - 1.1 The Board is the hiring committee for the Superintendent. The Board may choose to engage the services of a search consultant, and shall be assisted by the Secretary Treasurer, throughout the selection process.
  - 1.2 The Board may review Policy 7 Delegation of Authority which outlines The Role of the Superintendent, as well as the Strategic Plan, and other policy and governance documents as they relate to the role of the Superintendent to assist in developing a position description.
  - 1.3 The Board may consult with stakeholder groups regarding the priorities for a new Superintendent.

- 1.4 The Board will approve the position description, the desired candidate profile, and the posting for Superintendent vacancy.
- 1.5 The Board shall review applications and develop a short list for in-person interviews.
- 1.6 The Board shall interview short listed candidates and make a determination of the best candidate, using criteria established in 1.4 above.
- 1.7 The Secretary-Treasurer shall assist the Board with making a formal offer of employment and finalizing an employment contract that reflects current British Columbia Public Sector Employers' Association guidelines.

2. Selection and Appointment of Secretary-Treasurer

The Superintendent shall make a recommendation to the Board regarding the filling of the Secretary-Treasurer position. The recommendation shall be accompanied by a current job description.

Where the Board approves the filling of such a position, the Superintendent shall develop:

- 2.1 An ideal candidate profile.
- 2.2 An advertisement for the position.
- 2.3 A recommended recruitment plan which shall include provision for Board and partner group involvement, as appropriate, in the interview and selection processes.
- 2.4 Upon approval of the plan, the Superintendent shall facilitate the execution of the recruitment process.
- 2.5 Once approval of the successful candidate, the Superintendent will finalize a contract of employment which complies with BC Public School Employers Association policies and directives.

3. Selection of Exempt Staff

- 3.1 Develop an ideal candidate profile.
- 3.2 Advertisement of the position within and outside the district.
- 3.3 Formal interview process.
- 3.4 Once approval of the successful candidate, the Superintendent will finalize a contract of employment which complies with BC Public School Employers Association policies and directives.

4. Selection of Principals and Vice Principals

The Superintendent of Schools shall utilize the following process regarding the selection and appointment of principals and vice-principals.

- 4.1 The Superintendent shall annually review principal assignments and make recommendations for reassignments where deemed warranted.
- 4.2 Once it is determined that a vacancy exists, the Superintendent will develop an ideal candidate profile after consultation with school staff and school PAC.
- 4.3 Advertisement of the position within and outside the district.
- 4.4 Formal interview process.
- 4.5 Once approval of successful candidate, the standard contract of employment will be provided and executed.

5. Successful candidates for all exempt staff positions will meet essential criteria related to the job posting, including but not limited to:
  - 5.1 Training, professional and academic qualifications and certifications,
  - 5.2 Previous success in creating a culture of care and motivating others to focus on the improvement of student learning.
  - 5.3 Effective interpersonal, communications, and employee relations skills.
  - 5.4 Initiative, loyalty to the organization, and potential for further growth and development.
6. All offers of employment shall be conditional on the successful applicant providing a criminal record check through the Criminal Records Review Program (Ministry of Public Safety and Emergency Services).

Reference: Sections 15, 19, 20, 21, 22, 23, 24, 65, 85 School Act



## DELEGATION OF PRINCIPAL AUTHORITY

### Background

The district recognizes that, in order to maintain the security and safety of students, staff and District property, it is essential that the delegation of authority in the absence of the principal be clearly understood by employees, parents and community agencies. It is also essential that the ongoing delegation of authority in the absence of the others named in this Operational Procedure be equally understood.

The district believes that in the absence of the principal, vice-principal or other staff, the order of authority in the school must be clearly identified to ensure the security and safety of students, staff, and district property. This chain of delegation needs to be communicated to all of those who are involved in the school: students (where appropriate), teaching and support staff, parents, and associated community agencies.

### Procedures

1. Pursuant to this Operational Procedure, the Superintendent establishes the order of authority in District schools as follows:
  - The principal, and in the event of absence
  - A vice-principal, and in the event of absence
  - A teacher who has been designated as a “Teacher-in-Charge,” and in the event of absence
  - Any employee designated by the Superintendent or designate
2. The flow of delegation of principal authority shall be conveyed each year to members of the school community and to community agencies which have emergency contact with District schools. This will include local municipalities, police, and fire departments.
3. At the start of each school year, principals will inform students (where appropriate), teaching and support staff and parents, through the school PAC, of the order of the delegation of the authority of the principal in their absence or in the absence of other staff named in this Operational Procedure.
4. When informing the school community of the order of delegation of authority in the school, principals will use section 1 of this Operational Procedure.
5. Principals shall inform staff the name of the person holding delegated authority, when absent from school premises during a workday.

Reference: Sections 17, 18, 20, 22, 23, 65, 85, 177 School Act

Adopted: November 2020



## PRINCIPALS AND VICE-PRINCIPALS ROLES AND RESPONSIBILITIES

### Background

The responsibilities of school-based principals and vice-principals are listed below. It is understood that schools, which have an administrative team, may distribute individual responsibilities compensatory with each team member's experience, skill set and administrative assignment. In addition, other duties may be assigned within specific procedures and by the districts' senior leaders.

### Procedures

1. Vision Implementation
  - 1.1 Builds and communicates a set of priorities based on the needs of the schoolcommunity.
  - 1.2 Develops, in consultation with stakeholders, strategies for accomplishing the School Improvement Plan.
  - 1.3 Supports alignment of the School Improvement Plan with district and Ministry initiatives.
2. Leadership Education
  - 2.1 Confers with district staff on matters of educational policy and practice.
  - 2.2 Ensures that student needs are correctly identified, and that appropriate placement of students and teachers occurs to maximize learning.
  - 2.3 Supervises teachers regularly and provides detailed feedback to help them improve instructional skills and is highly visible in classrooms.
  - 2.4 Ensures staff apply current knowledge about learning and child development.
  - 2.5 Ensures that appropriate mechanisms for the assessment, evaluation and communication of student progress are in place.
  - 2.6 Promotes and/or models a wide variety of teaching methods while providing supportand resources for implementing new techniques, strategies, and materials within curricula.
  - 2.7 Ensures that all educational staff are involved in continuous and appropriate curriculum development and evaluation.
  - 2.8 Evaluates teachers and support staff in accordance with provisions of the collective agreement and the School Act.
3. School Climate and Culture
  - 3.1 Establishes a climate which promotes high levels of understanding and engagement for staff, students and community.
  - 3.2 Maintains a positive and visible presence in the school.
  - 3.3 Works with staff and students to develop a positive, strong school culture that emphasizes a caring climate that gives staff, students, and the greater community a sense of belonging.

- 3.4 Supportive of a diverse range of programs/activities within and outside of the classroom that benefit the whole student and increase their sense of belonging.
- 4. Management and Decision Making
    - 4.1 Overseas school operations and routines, ensuring alignment with district policies and procedures, School Act, collective agreement, and school code of conduct.
    - 4.2 Effectively schedules student and staff activities.
    - 4.3 Promotes and monitors the school's extra-curricular program, school activities and events.
    - 4.4 Develops a plan and manages the effective use of school finances.
    - 4.5 Ensures the maintenance of records and files in accordance with district and provincial policy and procedures.
    - 4.6 Manages the use and care of the building, equipment, and grounds.
    - 4.7 Ensures the provision of adequate health, safety, and security measures.
    - 4.8 Makes judicious and appropriate use of the authority conferred by the School Act and delegated by the Superintendent.
  - 5. Interpersonal Communication
    - 5.1 Ensures that roles, duties, responsibilities, and lines of communication for all school personnel are defined and understood.
    - 5.2 Presents ideas clearly and concisely in written and oral communication.
    - 5.3 Celebrate accomplishments of students and staff.
    - 5.4 Listens to and demonstrates sensitivity to the problems faced by others and deals fairly with them in positive and appropriate ways.
    - 5.5 Responds positively to challenges and constructive criticism.
    - 5.6 Cultivates an atmosphere of openness, trust, and mutual respect.
  - 6. Community Relations
    - 6.1 Represents the District's interests when meeting with the public.
    - 6.2 Establishes effective procedures for communicating information to the community.
    - 6.3 Clarifies and promotes school vision within school and community when responding to parent and community concerns.
    - 6.4 Makes judicious and effective use of community resources.
    - 6.5 Encourages and facilitates the formation and operation of a Parents' Advisory Council (PAC).
    - 6.6 Ensures that staff establishes a constructive dialogue with and provides information to parents.
  - 7. Professional Development
    - 7.1 Staff Development
      - 7.1.1 Ensures that staff are knowledgeable of District and other educational resources, including in-service opportunities.

- 7.1.2 Encourages and facilitates staff participation in professional growth activities.
- 7.1.3 Involves staff in developing in-service activities that support the School Goals and student learning, and that reflect the district's values and goal.
- 7.1.4 Acts as a resource for instructional practices, new curricula, and student learning.
- 7.2 Personal Professional Development
  - 7.2.1 Develops/reviews/revisits a personal plan that includes professional goals and objectives to meet the needs of the school and his/her own professional growth.
  - 7.2.2 Participates in professional development activities.
  - 7.2.3 Keeps informed and involved in current trends, practices, and research in the educational field/professional field.
  - 7.2.4 Engages in and supports the professional development of colleagues.

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

Adopted: March 2018  
Revised: June 2019



## PROFESSIONAL GROWTH AND EVALUATION OF PRINCIPALS AND VICE-PRINCIPALS

### Background

It is commonly recognized, and reinforced by research, that a structured professional growth program with ongoing feedback is an important part of professional growth for a principal or vice-principal. It is also clear that a summative evaluation process, when requested by the principal or vice-principal or determined by the Superintendent, serves as a means of determining the extent to which professional standards are being met. Professional growth planning is best when it is done in collaboration with colleagues and supervisors and is to be designed to facilitate sensible risk-taking on the part of the principal and vice-principal. As such, a professional growth plan is not to be used to inform evaluation unless at the request of the principal or vice-principal, although the outcomes of an evaluation can inform subsequent growth planning.

### Procedures

It is desirable and beneficial for principals and vice-principals to participate in ongoing professional growth and to be evaluated either by request of the principal or vice-principal or at the direction of the Superintendent.

1. Professional growth planning and evaluation is to be conducted in an atmosphere of professional respect and commitment to modern, research-based practices in management and leadership.
2. Professional growth planning is to occur annually. Principals' plans are to be developed and shared with executive staff and vice-principals' plans will be developed and shared with principals and executive staff as appropriate.
3. Professional growth planning and evaluation is to be conducted in accordance with the provisions of the contracts of employment for principals and vice-principals.
4. The district is committed to supporting principals and vice-principals through provision of in-service opportunities and professional development in ways that support annual professional growth planning.
5. Principals and vice-principals are to consider school, district and provincial priorities when developing annual growth plans.
6. The [BCPVPA Standards of Leadership Practice](#) will be used as criteria for professional growth planning and evaluation.
7. Summative evaluations of principals will be conducted by the Superintendent in the second year of the assignment to principalship. The process of evaluations is determined in agreement with the principal and may include surveys, elements of the professional growth plan and/or executive staff observations. The evaluation will incorporate interviews with staff, parents and students.
8. The Superintendent supports summative evaluations being undertaken at the request of the principal or vice-principal.
9. When the Superintendent determines that summative evaluation is necessary, every effort will be made to support growth in any areas of deficiency identified through the evaluation.
10. The Superintendent will work with representatives of the Administrators' Association on an annual

basis to develop and maintain a strong professional growth planning model that is grounded in research and best practice and that provides a balance of rigorous process and a manageable amount of work on the part of principals and vice-principals.

11. Each principal will work with the Superintendent, and with colleagues if the planning model calls for collaboration, in the development of an annual professional growth plan. The plan will be submitted to the Superintendent by October 15, or another date mutually agreed upon between the Superintendent and the Administrators' Association, based on the principal's assignment and the school or district setting. Based on feedback, the principal will have the opportunity to review and revise the plan before final submission.
12. Each vice-principal will work with his or her principal and/or a member of executive staff, as well as with colleagues if the planning model calls for collaboration, in the development of an annual professional growth plan. The plan will be submitted to the Superintendent by October 15, or another date mutually agreed upon between the Superintendent and the Administrators' Association, based on the vice-principal's assignment and school or District setting. Based on feedback, the vice-principal will have the opportunity to review and revise the plan before final submission.
13. The Superintendent will be responsible for ensuring that all professional growth planning is done in accordance with the principal's/vice-principal's contract of employment.
14. Each growth plan will be the subject of ongoing discussion between the principal or vice-principal and his or her supervisor. One formal review session will be scheduled each year prior to development of the subsequent year's plan.
15. Professional growth plans will be kept on file for each principal and vice-principal in the office of the Superintendent. The plans will be viewable by the Board upon request.
16. When the Superintendent determines that an evaluation needs to be done for a principal or a vice-principal, or upon request of the principal or vice-principal, the Superintendent will be responsible for effecting that evaluation under the terms of the principal's or vice-principal's contract of employment.

Reference: Sections 20, 22, 23, 65, 85 School Act  
Employment Standards Act

Adopted: November 2020



## EXEMPT STAFF

### Background

The district is committed to recruiting and retaining the best qualified exempt staff to provide a critical role in providing leadership and specialized administrative functions to the district with the delivery of sound educational programs and organizational services. Exempt staff in the district play an important role in delivering and supporting district initiatives to meet these objectives.

Exempt staff are comprised of positions that are not affiliated with a union and covered by a collective agreement. The district groups these employees into three categories: District Management/Senior Management, Principals and Vice-Principals, and Professional and Administrative Staff.

The district is committed to transparent and accountable financial processes. The district requires excluded staff timesheets to be appropriately substantiated and authorized. This Operational Procedure is subject to the requirements as set out in [Procedures - Recruitment & Selection of Exempt Personnel](#).

### Procedures

1. Exempt Staff Time Reporting
  - 1.1 The district requires weekly timesheets for non-union employees to be approved by the employee's Supervisor for accuracy and to provide confirmation that any recorded leaves requiring prior approval have been obtained.
  - 1.2 Weekly timesheets must be completed by the employee indicating the standard hours of work per day and whether the work was completed away from the employee's normal work location.
  - 1.3 Any exceptions to the normal workday at the normal work location are to be discussed between the employee and the Supervisor prior to the date of the amended work schedule.
  - 1.4 Any exceptions to the hours worked (i.e., sick days, medical appointments, work off location, etc.) must be recorded on the timesheet by the employee.
  - 1.5 Timesheets must be submitted to the Supervisor at the end of the week for approval.
  - 1.6 Exceptions on the excluded staff timesheets will be recorded in the district payroll information system upon receipt of the authorized excluded staff timesheet.

Reference: Sections 22, 65, 85 School Act  
Employment Standards Act  
Human Rights Act  
Public Sector Employers Act  
Board Procedures 18

# Business Operations

# Operational Procedures



## **BUDGETING, MONITORING AND REPORTING**

### **Background**

The Board recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board has a duty to govern the district in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

### **Policy**

The annual operating budget is a financial plan reflecting the implementation and maintenance of the Board's educational and operational objectives. The objectives reflected in the budget should be consistent with the Board's mission and goals statements and must support the Board's Strategic Plan.

The Board must not incur a deficit of any kind unless the Board has approval of the Minister or meets criteria prescribed by Order of the Minister.

The Board is required to maintain budgetary control over expenditures, develop an annual budget and submit it to the Ministry of Education in a prescribed form at the time required by the minister.

A budget reflects the best estimate of planned revenues and expenses as of a point in time. Salary and benefit increases, inflation and other estimated changes must be budgeted. In addition, the budget must include all recurring and one-time revenues and expenditures for the full fiscal year.

### **Procedures**

#### **1. Budget Development**

Annual budgets shall be developed based on instructions received from the Ministry of Education. At the beginning of each budget development cycle, the Secretary-Treasurer shall lead the Budget Working Committee through the outlined process of budget discussion and deliberation. Based on the Committee's recommendations, the Secretary-Treasurer shall prepare and present to the Board for approval a budget plan.

In the development of the annual budget, the following must be observed:

- 1.1 The budget for any fiscal year shall not deviate materially from the Board's policies and established priorities.
- 1.2 Annual recurring expenditure obligations must not be funded from non-recurring revenues.
- 1.3 Revenues and expenditures must be projected in a manner that avoids fiscal jeopardy.
- 1.4 Ancillary operations must be operated to cover all direct and indirect operating costs.
- 1.5 The Board shall not proceed with major building projects unless funding for the full capital and operating costs has been identified.

## 2. Budget Implementation, Monitoring and Reporting

The Superintendent and the Secretary-Treasurer are responsible for the communication and the implementation of the Board approved budget.

The budget is a “living” document. To this end the Board, through policy, intends to provide appropriate flexibility in budget management to enable management to maximize the use of fiscal resources while exercising effective budget control.

The Secretary-Treasurer or designate is authorized to approve budget transfers within the Board approved budget in order to facilitate meeting contractual obligations, statutory requirements, approved staffing complement, or approved educational/operational objectives. Permanent budget transfers that are not formula driven and result in increased or decreased staffing levels must be approved by the Board. In addition, budget transfer requests that would materially alter the Board approved fiscal plan must be approved by the Board.

Under the approval of the Secretary-Treasurer, expenditure estimates may be exceeded where directly related revenue sources fully provide for the increased expenditure.

Unless otherwise instructed by the Board, quarterly financial reports shall be presented to the Board providing a “macro” (summative) status of the performance against budget. These reports will also include an analysis of budget variances and identification of same with an explanation of any variances in excess of 10% of the budget amount.



## FINANCIAL MANAGEMENT

### Background

Effective financial management systems are built upon systemic financial oversight and monitoring routines. The mission, vision and guiding principles shall guide the Board in providing financial oversight.

The district believes that a clear definition of processes and areas of responsibility will improve system accountability and will increase the educational value derived from the finite resources available.

### Procedures

1. The district shall maintain records of all its revenues and expenditures in accordance with PSAB (Public Sector Accounting Board), the School Act, and Ministry of Education financial reporting guidelines.
2. The maintenance of a strong financial position is fundamental to the district's overall fiscal strategy, and as such, reserve funds are to be established to support extraordinary needs, the replacement of depreciated equipment, and the replacement of fixed assets.
3. Financial and human resources expended are to support the achievement of educational and business goals.
4. The annual budget development process for the operating, special purpose funds, and capital budgets shall support the strategic goals of the Board and the Superintendent.
5. School, department and administration annual plans shall state specific strategies to support district goals.
6. Operating, Special Purpose Fund, and Capital Budget Development Process
  - 6.1 Secretary-Treasurer and Superintendent shall be responsible for the finalization of the operating, special purpose fund, and capital budgets, and shall ensure they are presented to the Board at a public meeting within the required timeline.
  - 6.2 The Board shall be provided an opportunity to influence the budget development processes prior to significant consultation occurring with stakeholders and shall be informed of any significant program changes prior to the presentation of the finalized annual budget and amended annual budget.
  - 6.3 All operating, special purpose funds, and capital budget decisions shall fully consider the district's mission, vision and guiding principles.
7. Monthly Revenue/Expenditure Statement
  - 7.1 Through the Office of the Secretary-Treasurer, all records of receipts and expenditures are to be maintained. The Secretary-Treasurer shall present a summary report to the Board in accordance with the established work plan. Summary reports shall include monthly balances with comparisons made to established budgets, clearly showing the balance of funds available at the end of each reporting period in relation to budget.

7.2 The Secretary Treasurer is to make known to the Board in a timely fashion any activity that substantially deviates from the Board's budgeted allotments.

8. Periodic Financial Reports

8.1 Periodic financial reports will be presented to the Board by the Secretary-Treasurer. Such reports will be presented not less than four (4) times per year.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 115.1, 115.2, 117, 118, 137, 153 School Act

Adopted: June 2021



## SIGNING AUTHORITIES

### Procedures

To provide for the signing officers of the district for the purposes of financial transactions of the district, as follows:

1. All cheques of the district be drawn in the name of the district and signed on its behalf by any two (2) of the duly appointed Secretary-Treasurer, the duly appointed Superintendent, and the duly elected Board Chair.
2. Any one of the above-named officers be authorized to transfer funds between district bank accounts, between accounts and term deposits, between accounts and guaranteed investment certificates, and to purchase money investments on behalf of the district.
3. Any one of the above-named officers be authorized to receive from the bank from time to time a statement of accounts together with relative vouchers and all items returned unpaid and charged to the account of the district, and to sign and deliver to the bank the bank's form of verification, settlement, and release.

Reference: Sections 22, 23, 65, 85 School Act  
Income Tax Act  
New West Partnership Trade Agreement

Adopted: June 2021



## ACCUMULATED OPERATING SURPLUS

### Background

The Board of Education is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact the education of students. The Board is committed to providing a transparent process for the allocation of operating surplus as required by the School Act in order to provide required services to students, the transfer of any operating surplus to other funds, and the accumulation of operating surplus for use in future years.

### Definitions

Operating Expense are the total of all expenses in the Operating Fund as disclosed on the Schedule 2 of the audited financial statements.

Operating Surplus (Deficit), end of year is the total of Total Operating Surplus (Deficit) for the year and Operating Surplus (Deficit), beginning of year as disclosed on Schedule 2 of the audited financial statements.

Operating Revenue is the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the audited financial statements.

Total Operating Surplus (Deficit) for the year is the Operating Revenue less Operating Expenses, after considering Net Transfers (to) from other funds as disclosed on Schedule 2 of the audited financial statements.

### Procedures

1. The Board will approve the Operating Surplus, end of year, annually with the approval of the audited financial statements prepared in accordance with Section 157 of the *School Act*.
2. In the event that an Operating (Deficit), end of year occurs, the Board will seek the approval of the Minister of Education in accordance with Section 156 (12) of the *School Act*.
3. Internally Restricted Surplus – Operating Fund, reported as Operating Surplus (Deficit), end of year reported on Schedule 2 of the audited financial statements, will be disclosed in a Note to the financial statements in three categories.
  - 3.1 Internally restricted due to the nature of constraints on the funds.
  - 3.2 Internally restricted due to anticipated unusual expenses.
  - 3.3 Internally restricted due to operations spanning the next three fiscal years.
    - 3.3.1 The amount of Internally Restricted Surplus – Operating Fund allocated to Future Years' Operating Budgets at the end of a fiscal year should generally not exceed five percent (5%) of actual Operating Expenses for that year.
    - 3.3.2 The amount of Internally Restricted Surplus – Operating Fund –School Surpluses at the end of a fiscal year should generally not exceed five percent (5%) of actual Operating Expenses for that year.

4. Appropriations of Internally Restricted Surplus – Operating Fund for any of the categories identified in Regulation 3 in excess of \$50,000 will be considered and approved by the Board of Education.
5. The Secretary-Treasurer and the Superintendent have the authority to approve Appropriations of Internally Restricted Surplus – Operating Fund up to and including \$50,000. And such appropriations will be reported to the Board of Education.
6. Any transfer of funds between the Operating Fund, Special Purpose Fund, and Capital Fund not included in the Annual Budget, or Amended Annual Budget will be approved by motion of the Board.
7. Annually, prior to November 30, the Secretary-Treasurer will prepare and the Board will receive a report on Operating Surplus (Deficit) at the end of fiscal year.
  - 7.1 The report will be as at the end of June of the same year.
  - 7.2 The report will include the Unexpended Operating Budget of each elementary and secondary school.
  - 7.3 The report will include a ten-year history of Accumulated Surplus from Operations including, at a minimum, total amounts.
    - 7.3.1 Appropriated for future budgets.
    - 7.3.2 Unexpended by schools.
    - 7.3.3 All other appropriations.

Approved: June 2021



## RESERVE FUND

### Background

The Board is responsible for ensuring the district is protected financially from extraordinary circumstances which would negatively impact the education of students. To discharge this responsibility, the Board endeavors to maintain a reserve fund of approximately 2.0% of the total operating budget for that year.

### Procedures

1. Establishment of Reserve Funds.
  - 1.1 Reserve funds can be established from the following sources:
    - 1.1.1 By selling off assets (e.g., a school, land and equipment).
    - 1.1.2 By establishing unrestricted and/or restricted reserves resulting from funds unused in any fiscal year; or
    - 1.1.3 Through budgeted reserves provided in the annual operating budget.
  - 1.2 Reserve funds can only be accessed by Board resolution or by inclusion in the annual budget of the Board, or in the case of Restricted Capital Reserves, Board resolution and Minister of Education approval.
  - 1.3 Reserve Funds will not be used for on-going operating expenses, except as directed by Board motion.
2. Authorized use of the restricted portion of the Board's accumulated surplus under the following circumstances, is always subject to the Board approval.
  - 2.1 The elimination of any deficit arising at the end of a fiscal year of operations.
  - 2.2 The incurring of new cost pressures in a fiscal year that were not known at the time of budget development.
  - 2.3 The payment of severance (wages and benefits) in excess of \$100,000 upon termination of a non-union employee without cause.
  - 2.4 The settlement of any legal action that is not covered by the School Protection Program.
  - 2.5 Initial one-time cost outlays for new educational programs where an investment in non-technology related learning resources is required (non-technology related refers to computer technology).
  - 2.6 Coverage for disaster recovery expenditures.
  - 2.7 Extraordinary unknown utilities cost pressures.
  - 2.8 Replacement of equipment essential to the continuation of educational programming in schools or district facilities.
  - 2.9 To appropriate to balance the next year's budget.

3. In recognizing that the use of the restricted portion of its accumulated surplus represents a one-time use of funding, the Secretary-Treasurer will incorporate into future Board budget planning processes, strategies to re-establish the accumulated surplus. Such strategies may be implemented over a period of two (2) years.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 115.1, 115.2, 117, 118, 137, 153 School Act

Adopted: June 2021



## FINANCIAL ACCOUNTABILITY AND AUDITS

### Background

The district believes that its financial affairs must be managed in a manner consistent with the trust placed in the Board by the electorate. Adequate accounting records and procedures for verifying those records through audits are seen as an integral part of the district's operations.

### Procedures

1. The district's financial systems and records are subject to an external audit.
2. District and school accounts and accounting practices will be subject to internal or external audit at the discretion of the Secretary-Treasurer and/or the Superintendent.
  - 2.1 Periodic internal audits of school and department accounts are to be conducted to identify potential procedural non-compliance, weaknesses, and areas for further examination. Such audits must specifically assess the effectiveness of operational procedures in place by performing compliance testing and examining key controls.
  - 2.2 School financial records may be subject to internal audit in the event of a change of school administration, school business manager or school administrative assistant.
  - 2.3 Special financial reviews may be conducted upon request by a principal.
  - 2.4 All computerized financial records and the following documents shall be on file and current for financial audit purposes, including but not limited to:
    - 2.4.1 Contract and Agreements.
    - 2.4.2 Fund journal.
    - 2.4.3 Fund account ledgers.
    - 2.4.4 Bank statements.
    - 2.4.5 Cancelled cheques.
    - 2.4.6 Cheque requisitions.
    - 2.4.7 Duplicate deposit slips.
    - 2.4.8 Numbered receipt books or approved substitute documents.
    - 2.4.9 Invoices.
    - 2.4.10 Other related source documents.
3. Accounting procedures will follow recognized accounting principles where these are not inconsistent with the requirements of the Ministry.
4. The Secretary-Treasurer will ensure that adequate control mechanisms are in place to guarantee the integrity of the district's financial transactions and records.
  - 4.1 Segregation of incompatible duties, such as purchase and payment, must be maintained in district and school operations.

5. Financial records of school funds will be maintained in accordance with the format prescribed by the Secretary-Treasurer.
6. The external auditor's report will be presented to the Board.
7. All banking shall be carried out at a recognized financial institution.
8. District audited financial statements and annual budget reports will be made available on the district website.

Reference: Sections 22, 23, 65, 81, 85, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118, 156, 157, 157.1 School Act Financial Information Act

Adopted: June 2021



## DISPOSAL OF ASSETS

### Background

There is need to dispose of assets no longer required for schools or district services. Ongoing monitoring of asset utilization coupled with regular disposal procedures can reduce the amount of storage space required, and through sale or “trade in” provide a means of recovering some costs. Additionally, non-profit community and/or charitable organizations may benefit from the disposal of certain assets.

As much as possible, equipment and material is to be re-used and/or recycled. When the need arises to dispose of assets, the processes outlined in this Operational Procedure shall apply.

### Procedures

1. Equipment and Furniture
  - 1.1 Disposal of equipment and furniture no longer required for schools or district services shall occur, only with written approval of the Secretary Treasurer. Such items may be offered for sale to the public, provided the availability for sale has been suitably advertised.
  - 1.2 When appropriate, certain equipment may be traded in rather than sold.
  - 1.3 The Secretary Treasurer on behalf of the district may determine that certain equipment may be sold or donated to non-profit community organizations without advertising to the public at large.
  - 1.4 It is expected that equipment utilization is regularly monitored, and that equipment is not needlessly stored for long periods of time.
2. Library Books
  - 2.1 The Superintendent is authorized to dispose of library books that are no longer pertinent to the educational needs of students.
  - 2.2 It is expected that library collections are regularly monitored for currency, relevancy and use, and that the collections are adjusted accordingly.
  - 2.3 It is anticipated that consultation shall occur with the principal prior to any larger-than-normal percentage of a collection being disposed.
  - 2.4 Within financial and temporal constraints, all or part of the disposed collection shall be donated to non-profit community groups or charitable organizations whenever possible.
  - 2.5 The district may authorize the sale of all or part of a disposed book collection.
3. Textbooks
  - 3.1 The Superintendent, in conjunction with the school administration, is authorized to dispose of textbooks that are no longer pertinent to the educational needs of students.
  - 3.2 It is expected that textbook collections are regularly monitored for use, and that the collections are adjusted accordingly.
  - 3.3 It is expected that, whenever possible, principals utilize rebind procedures to enhance the ‘life expectancy’ of textbooks

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

Adopted: June 2021



## DISPOSITION OF REAL PROPERTY

### Background

The district may dispose of property owned or administered by the district including land and improvements, leases (short-term and long-term), rights of way and easements under the authority of the School Act and related Ministerial Orders. The authorization for disposal of land or improvements must include consideration of the future educational needs of the district, disposition through a public process, and Ministry approval where necessary. Disposition will typically be made for fair market value unless the district's goals, principles or criteria suggest disposition at a lower value is appropriate.

In order to protect the long-term interests of the district and make the best possible use of surplus facilities (including land, improvements and surplus classrooms), the Board will consider each case and will choose from among all options available one that best suits the particular site and the needs of the district.

### Definitions

Disposition means sale or lease of land or facilities.

Fair market value means the amount, price, consideration or rent that would be obtained by a district in an arm's length transaction in the open market between willing parties acting in good faith.

Lease means every agreement whereby the district, as landlord, confers upon another person, as tenant, the exclusive right to occupy land, a building, a portion of land or a building.

- For a term of at least 12 months, or
- In the discretion of the district, for a term of less than 12 months.

License means an agreement whereby the district, as landlord, confers upon another person the non-exclusive right to occupy a site or property, but does not convey a legal interest in land.

Rental agreement means an ad hoc agreement to use land, a building, or a portion of land or a building, between the district and a third party where use is non-exclusive (i.e., the district may permit others to also use the land or building and/or the district may move the group to other space to accommodate school programming needs).

### Procedures

1. Where the district has determined that surplus classrooms, an entire facility or other property is no longer required to serve the educational needs of the district, the district may, through an open process, offer the classrooms for lease, the facility or land for lease or sale. An open process may include a Request for Expression of Interest (EOI), Notice of Intent, or Request for Proposal (RFP).
2. For surplus classrooms or whole school sites to be considered for leasing, it is not necessary that they never be required for future educational purposes, only that they are not required for a period of time that makes leasing financially viable for the district.
3. Surplus classrooms with license or lease potential will be reviewed with the respective principal prior to being offered for other purposes. The principal is to consult with their PAC and school staff, as necessary.

4. Approval of the Ministry of Education must be obtained for dispositions when Ministry Policy or legislation requires such approval.
5. The district may engage the services of a qualified agent or broker to assist with the public process.
6. Any purchaser or lessee must satisfy the Board that it has the ability to meet the financial obligations to the Board.
7. The Board may place any operational restrictions on appropriate property usage on all leases. These restrictions will be specified in the lease agreement.
8. The Board may offer the surplus land or facilities for sale or long-term lease to the municipality for fair market value.
9. The Board shall not be bound to accept any proposal for the facilities, regardless of the amount of any bid.
10. The Board may apply to the municipality for rezoning of surplus land prior to the sale or long-term leasing of land.
11. The Board will inform and may, when deemed appropriate, consult with local residents and community groups regarding land or facilities disposition plans and opportunities or where there is a significant change of use of the land or facilities.

Reference: Sections 22, 23, 65, 85, 96, 100, 106.2, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 School Act Ministerial Order M193/08

Adopted: June 2021



## INVESTMENTS

### Background

The district recognizes that the investment of public funds must reflect a conservative management philosophy based on three (3) fundamentals.

- The first priority is the preservation of capital.
- The second priority is the assurance of liquidity; and
- The third priority is the achievement of high returns.

The guidelines which the district will use in meeting these requirements will be the Investment Guidelines prepared by the Provincial Treasury, Ministry of Finance, Province of British Columbia, which will form the procedures under this Operational Procedure.

### Procedures

1. The Preservation of Capital
  - 1.1 The preservation of capital is accomplished through the placement of funds with institutions esteemed in the marketplace as having the highest credit worthiness. In the investment of public money, it is not satisfactory to place funds with institutions who have earned a public reputation as merely a good credit. The following criteria are to be considered.
    - 1.1.1 Financial instruments with maturity of one year or less and guaranteed as to repayment of interest and principal by the Government of Canada or by any of the Provinces of Canada.
    - 1.1.2 Financial instruments with a maturity of one year or less and guaranteed as to repayment of interest and principal by chartered banks and trust companies incorporated under the laws of Canada.
    - 1.1.3 Financial instruments with a maturity of one year or less and guaranteed as to repayment of interest and principal by a credit union incorporated under the Credit Union Act (British Columbia).
  - 1.2 Investments are to reflect the creditworthiness of the institution. For instance, financial leverage, capital base, income generation and overall financial stability is to be taken into consideration. Where an institution has received a credit rating it could be from any one of the following agencies.
    - 1.2.1 Dominion Bond Rating Service (D.B.R.S)
    - 1.2.2 Canadian Bond Rating Service (C.B.R.S)
    - 1.2.3 Standard and Poor's (S&P)
    - 1.2.4 Moody's
  - 1.3 The appropriateness of retaining investment holdings which are liquid and undergo a downward credit rating revision by one of the recognized security rating institutions is to be reviewed.

- 1.4 Credit risk minimization is also achieved through diversification. It is not prudent to invest all funds with one institution but rather to spread the risk. It is recognized, however, that there may be situations where this is not practicable or desirable.
  - 1.5 Prudent investment management requires sound financial judgement, and the above factors are to be considered for all investments.
2. The Assurance of Liquidity
- 2.1 The assurance of liquidity is the ability to fund operating commitments through the drawdown of the investment portfolio. Because the credit worthiness of Canadian financial institutions has declined in the decade of the eighties and exhibits dramatic fluctuation, it is only satisfactory to hold liquid investments. The following instruments are considered liquid investments, subject to the preservation of capital requirements above:
    - 2.1.1 Treasury Bills
    - 2.1.2 Demand deposits
    - 2.1.3 Term deposits with a call feature
    - 2.1.4 Bankers' acceptances
    - 2.1.5 Bankers' deposit notes, and
    - 2.1.6 Tradeable promissory notes
3. The Achievement of High Returns
- 3.1 The achievement of high returns is obtained through an exhaustive survey of the opportunities in the marketplace subject to the constraints of the preservation of capital requirement and the assurance of liquidity requirement. Acceptable yield spreads between different financial credits and different terms to maturity are to adequately reflect the perceived credit risks and market conditions at the time of investment.
4. A consequence of the first priority to preserve capital is the obligation to ensure the safe delivery and settlement of securities. To this end, the following procedures describe the prudent approach:
- 4.1 Purchase securities for delivery only. Do not accept the offer of an investment dealer to provide the permanent safekeeping function and do not accept a letter of undertaking from an investment dealer promising to deliver securities at a future date. Securities must be held for safekeeping in any chartered bank or trust company qualifying as an excellent credit risk under the preservation of capital requirements.
  - 4.2 Enter into repurchase agreements for the purpose of overnight investments only if there is same day physical delivery and there are precise terms negotiated in advance as to the sale price and the resale price.
  - 4.3 Do not enter into any call loan agreements for the purpose of overnight investments even if the borrower posts excellent quality collateral. It has not been established in the civil courts whether in the event of the borrower's bankruptcy another person with a call loan outstanding might have an equal or higher claim to the securities.

Reference: Sections 22, 23, 65, 85 School Act  
Financial Information Act

Adopted: June 2021



## TENDERING PROCESS

### Background

Purchases are to be made with consideration of best value which includes all aspects such as cost, quality, supply, servicing, maintenance, local availability, and environmental impact.

When the value of a purchase is such that the tendering process is administratively justifiable, tenders will be awarded on a competitive basis with consideration to all of the above aspects.

### Procedures

Tenders are offers made by firms which have been invited to submit tenders, in sealed envelopes, for goods or services; these tenders are received before a closing date and time specified in the "Invitation to Tender" document. The formality of this procedure ensures that the tender of a supplier is not disclosed to competitors before the closing date specified in the "Invitation to Tender".

1. Receiving of Tenders
  - 1.1 Sealed tenders, clearly marked with the tender number or title, will be received by the Director of Operations up to 3:00 p.m. local time, DAY of Week, Date, YEAR. The method of delivery to accomplish this is the responsibility of the bidder. Tenders received after the closing time will be returned unopened. Faxed tenders will not be accepted.
  - 1.2 Tenders will be opened publicly immediately following the tender closing.
  - 1.3 Bidders wishing to obtain competitors' bid information must attend the tender opening. Bidders not attending the opening can request information through the Freedom of Information and Protection of Privacy legislation.
2. Submission of Tenders
  - 2.1 Tenders must be submitted in the requested format.
  - 2.2 Other information requested to be submitted, or submitted by the bidder as additional information, such as product printed matter, samples etc. are not required to be enclosed in the envelope with the tender form.
  - 2.3 All tenders submitted become the property of the district and as such, are subject to the Freedom of Information and Protection of Privacy legislation. To request documentation confidentiality, bidders must submit a covering letter, with their tender detailing the specifics of their request.
3. Withdrawal of Tenders
  - 3.1 Tenders may be withdrawn personally, by written notice or by fax provided such notice of withdrawal is received by the Director of Operations prior to the tender closing time.
4. Revisions of Tenders
  - 4.1 A tender already delivered to the district may only be revised in the following manner and the revision must be plainly referable to a particular tender. Revisions to tenders already received must be submitted only by fax or signed letter. The revision must state only the amount of which a figure is to be increased or decreased or specific directions as to the exclusion or inclusion of particular words.

- 4.2 Note, in the case of faxed revisions to tender, the district assumes no responsibilities and the bidder assumes all risks of using faxed communications for revisions. The faxed transmission must be received by the office of the Director of Operations prior to closing time.
- 4.3 Alterations, qualifications or omission to the tender form may be cause for rejection.
- 4.4 Failure to complete the tender document may result in rejection of tenders submitted.

5. Awarding of Tender

- 5.1 This tender will be irrevocable for a period of sixty (60) days from tender closing time. The lowest or any tender will not necessarily be accepted.
- 5.2 The completed tender document, terms, conditions, instructions, specifications and any attachments shall become part of any contract entered into between the successful bidder and the district.
- 5.3 The right is reserved to reject any or all tenders and to waive any minor informalities or irregularities in tenders received.
- 5.4 This tender, if awarded, may be in whole or in part and the district, reserves the right to award this tender to multiple bidders. In the event of funding difficulties, some areas or schools may be eliminated in order to meet budget constraints.
- 5.5 Criteria for award or rejection of this tender may include but not be limited to the following: price stated, total cost implication, product quality, references, past performance and the demonstrated ability and personnel to fulfill the requirements of the tender.

6. Insurance Clauses

- 6.1 The successful bidder must provide proof of the required insurance within five (5) business days of notice of award prior to proceeding with the work.

7. Indemnification

- 7.1 Notwithstanding the provision of coverage and insurance by the owner, the contractor will indemnify and save harmless the owner, its employees and agents, from and against any and all losses, claims, damages, actions, causes of action, costs and expenses that the owner, may sustain, incur, suffer or be put to at any time either before or after the expiration or termination of this contract, where the same or any of them are based upon, arise out of or occur, directly or indirectly by reason of any act or omission of the contractor or of any agent, employee, officer, director or subcontractor of the contractor pursuant to this contract, excepting always liability arising out of the independent negligent acts of the owner.
  - 7.1.1 The contractor shall, without limiting its obligations or liabilities herein and at its own expense, provide and maintain the following insurance with insurers licensed in British Columbia and in forms and amounts acceptable to the owner.
    - 7.1.1.1 Comprehensive General Liability in an amount not less than two million dollars (\$2,000,000) inclusive per occurrence against bodily injury and property damage.

The owner is to be added as an additional insured under this policy. Such insurance shall include, but is not limited to:

      - 7.1.1.1.1 Products or completed operations liability
      - 7.1.1.1.2 Owner's and contractor's protective liability

- 7.1.1.1.3 Blanket written contractual liability
- 7.1.1.1.4 Contingent employer's liability
- 7.1.1.1.5 Personal injury liability
- 7.1.1.1.6 Non-owned automotive liability
- 7.1.1.1.7 Cross liability
- 7.1.1.1.8 Employees as additional insured's
- 7.1.1.1.9 Broad form property damage
- 7.1.1.1.10 Broad form completed operations, and where such further risks exist
- 7.1.1.1.11 Shoring, blasting, excavating, underpinning, demolition, pile driving and caisson work, work below ground surface, tunneling and grading, as applicable
- 7.1.1.1.12 Elevator and hoist liability
- 7.1.1.1.13 Operation of attached machinery
- 7.1.1.2 Automobile liability, on all owned or leased vehicles in an amount not less than two million dollars (2,000,000).
- 7.1.1.3 Aircraft and/or watercraft liability, where applicable, for all owned or non-owned craft operating or used in the performance of the work by the contractor, in an amount not less than two million dollars (\$2,000,000) per occurrence and including aircraft passenger hazard liability, where applicable.
- 7.1.1.4 Property insurance, which shall cover all property, of every description, to be used in the construction of the work, against "All Risks" of physical loss or damage, while such property is being transported to the site, and thereafter until substantial performance of the work. Such policy of insurance shall extend to protect the interest of the owner and shall contain a waiver of subrogation against the owner.
- 7.1.2 All the foregoing insurance shall be primary and not require the sharing of any loss by any insurer of the owner.
- 7.1.3 The contractor shall provide the owner with evidence of all required insurance prior to the commencement of the work or services. Such evidence shall be in a form acceptable to the owner. When requested by the owner, the contractor shall provide certified copies of required insurance policies.
- 7.1.4 All required insurance shall be endorsed to provide the owner with thirty (30) days advance written notice of cancellation or material change.
- 7.1.5 The contract or hereby waives all rights of recourse against the owner with regard to damage to the contractor's property.
- 7.1.6 The contractor shall require and ensure that each subcontractor maintains liability insurance comparable to that required above.
- 7.1.7 Unless specified otherwise, the duration of each insurance policy shall be from the date of commencement of the work until the date of the final certificate for payment.

8. Bonds

8.1 The contractor shall enclose a Bid Bond or certified cheque in the amount of ten percent (10%) of the total of the tender figure(s) in the lawful money of Canada, made payable to the owner.

9. Contract Approval

9.1 The Secretary-Treasurer shall approve all district contracts and agreements related to this procedure.

Reference: Sections 22, 23, 65, 85 School Act  
Income Tax Act  
New West Partnership Trade Agreement

Adopted: June 2021



## PURCHASING

### Background

School District budgets are funded by the taxpayers; expenditure of those funds must be made with diligence and using appropriate approval processes. Purchases made on behalf of School District 92 (Nisga'a) are to be made with consideration for obtaining best value. In determining value, all aspects such as cost, quality, supply, servicing, maintenance, local availability and environmental impact must be considered.

When the value of a purchase is such that the tendering process is administratively justifiable, tenders will be awarded on a competitive basis with consideration to all of the above aspects.

### Procedures

1. To ensure as far as possible that the best value is obtained for dollars expended, the Secretary - Treasurer is responsible for all public fund procurement for School District No. 92 (Nisga'a).
2. The Secretary-Treasurer is authorized to manage the purchasing process in such a way as to ensure the continuity of supply, to use ethical business practices, and to ensure easy and cost-effective access to goods and services required. All other things being equal the Board supports the use of local suppliers, where possible.
3. Use of Purchase Orders
  - 3.1 All supplies, services and equipment being purchased over one thousand dollars (\$1000) must be covered by a Purchase Order initiated by a principal or district supervisor. Individual staff members are not to place orders other than by this method.
  - 3.2 This requisition is in a form that becomes a purchase order when signed by the Secretary-Treasurer or designate.
  - 3.3 The only exceptions to this requirement are as follows:

Purchases may be made through school trust accounts for home economics and industrial education consumable supplies, with reimbursement claimed by submission of a Request for Reimbursement of School Trust Fund form.
4. Exceptional Circumstances
  - 4.1 The Secretary-Treasurer may authorize the immediate purchase of any item or service without recourse to the provisions of this Operational Procedure where:
    - Staff, student or public safety is in question
    - Purchase will prevent damage to district facilities
    - Essential services will be restored
    - Essential physical plant services will be restored
5. The following activities are prohibited, unless specifically approved by the Secretary-Treasurer.
  - 5.1 The splitting of purchases to avoid the requirements of this policy by any method, including corporate credit cards.

- 5.2 A purchase by an employee of any goods or services for personal use, whereby the employee utilizes district purchasing methods, vendor account information, or pricing structures for personal gain.
- 5.3 Any purchase whereby an employee benefits from or is reasonably perceived by the public to have benefitted from, a district transaction over which the employee can influence decisions.
- 5.4 The use of cash or purchase of gift cards to keep on hand is not a permitted purchasing method.
- 5.5 Garage sale purchases are not permitted, nor is accessing marketplace type online websites for purchases. Examples of online websites could include but is not limited to Craigslist, Facebook, eBay, and other used/second-hand websites.
- 5.6 Use of personal credit cards that accrue rewards or benefits to the employee is prohibited under this procedure.
- 5.7 All benefits (points, cash-back, incentives, discounts, preferred rates) associated with rewards for purchase using approved purchasing cards shall accrue to the district.

## 6. Petty Cash Administration

The use of Petty Cash will be as follows:

- 6.1 Petty cash will not be used without prior approval of the principal.
- 6.2 Petty cash will be reimbursed only if submitted with thirty (30) days of the purchase.
- 6.3 To reduce the administrative burden created by the use of petty cash, principals will set and monitor the limit of purchase using petty cash.
- 6.4 There will be no administration conducted by accounts staff to obtain tax rebates on petty cash purchases.



## CORPORATE CREDIT CARDS

### Background

The use of corporate credit cards for staff is authorized to allow cardholders to more effectively conduct their duties.

### Procedures

1. Corporate credit cards may be issued under the approval of the Secretary-Treasurer.
2. Corporate credit card use shall be tracked through the district's line of credit with its authorized banker. Expenses paid through the corporate credit cards shall be accounted for consistent with budget lines provided in the District's Financial Accounting System.
3. Individual credit limits must be appropriate to the expected use of the cardholder.
4. Individual cardholders are responsible for the purchases made on their credit card account. Inappropriate use of a credit card may lead to revocation of the card, require reimbursement by the cardholder to the district, or other penalties, up to and including termination of employment.
5. Purchases made on cards which have been lost or stolen will be handled as provided by the card issuer, and will not involve action against the employee, provided the employee has the steps required to report loss or theft in a timely manner.
6. The credit card statement shall be copied for the manager or Secretary-Treasurer.
7. The original statement with supporting documentation shall be forwarded to Accounts Payable for review and upon approval by the Secretary-Treasurer, for payment. Charges shall be coded to and billed against the cardholder's expense budget. Staff members shall code their expenses to the appropriate budget line.
8. The cardholder shall provide validation and substantiation of charge card charges to the appropriate manager by way of receipts and activity upon the monthly billing cycle and immediately following payment due date on card.
9. If the manager, Accounts Payable Clerk, or Secretary-Treasurer has not received substantiation of charges all unsubstantiated amounts shall be offset against the next payroll for the cardholder.
10. The intent of these procedures is to ensure that the credit card is paid promptly, and interest charges avoided. Furthermore, it is the cardholder's responsibility to indicate that these charges relate to authorized district related business. If the charges are not so related, they shall be promptly recovered from the cardholder.
11. Cardholders are reminded that these cards are for reimbursable business expenses only. Personal use is prohibited, and this includes expenditures for fuel in personal vehicles or travel, since mileage is the method by which travel expenses are covered, unless approval is granted by Manager or Secretary-Treasurer.

Reference: Sections 22, 23, 65, 85 School Act  
Financial Information Act  
New West Partnership Trade Agreement

Adopted: June 2021



## REIMBURSEMENT OF TRAVEL EXPENSES

### Background

The district recognizes the need for employees to travel on district business and be reimbursed for out-of-pocket expenses.

The purpose of these procedures is to ensure that employees are appropriately reimbursed for expenses incurred while traveling on business. This Operational Procedure provides directions for completing the travel claim voucher and describes conditions for reimbursement of expenses.

Employees will be reimbursed for reasonable out-of-pocket expenses necessarily incurred on district business. Out-of-province travel requires the prior approval of the employee's immediate supervisor.

The rates reflected in the procedure below will be reviewed periodically and may be changed with the approval of the Board.

### Procedures

Claims for reimbursement of expenses will be considered in accordance with the following procedures:

1. All claims for reimbursement must be supported by a standard Travel Expense Claim Form and supporting documentation where required.
2. Business use of private vehicles shall be reimbursed at a rate per kilometer that is inclusive of all costs incurred by the employee. The rate per kilometer shall be the rates established annually by the BC School Trustees Association (BCSTA) or within the rates established by different employee group contract language.
3. An employee who is required to use his/her personal vehicle for district purposes shall be reimbursed the difference in premium costs between their regular Insurance Corporation of British Columbia (ICBC) Rate and ICBC Rate Class 007 (Business Class) where the employee is required to purchase additional insurance in order to comply with ICBC regulations up to a maximum of one hundred dollars (\$100). Receipt and/or documentation is required for reimbursement.
4. Claims for reimbursement of expenses and for use of private vehicles must be authorized and finally approved by the employee's immediate supervisor.
5. Employees expected to travel as part of their assignments will be paid mileage from the site of their first "appointment" to the site of their last "appointment" and be logged daily. All claims must be submitted and authorized by the immediate supervisor.
6. Mileage claims must be claimed quarterly at a minimum. June's claim must be submitted before July 7 of each year.
7. Expense claims for out-of-district travel will be considered on the basis of the following procedures.
  - 7.1 Employees who are required to travel for business purposes are to consider the lowestcost alternative for travel between air fare and use of a private vehicle. Air fares are to be booked sufficiently in advance of the travel date to take advantage of reduced excursion fares. Only economy air fare will be considered for reimbursement. One (1) personal checked bag will be reimbursed with appropriate receipts each way. Kilometer rates remain as established in section 2 above.
  - 7.2 Reasonable accommodation costs as evidenced by appropriate hotel receipts. Only

standard level room costs and applicable taxes will be covered. A claim of \$30.00 perday will be considered if the accommodation is at a friend's residence in lieu of a hotel room.

7.3 Meals including breakfast, lunch and dinner may be claimed without receipts as follows:

7.3.1 On days of departure and return the following procedures will be followed:

7.3.1.1 Departure from District

- Breakfast, lunch and dinner may be claimed if departure is before 7:00 a.m.
- Lunch and dinner may be claimed if departure is before 12:00 noon.
- Dinner may be claimed if departure is before 6:00 p.m.

7.3.1.2 Return to District

- Breakfast may be claimed on your return day of return is after 7:00 a.m.
- Breakfast and lunch may be claimed if return is after 12:00 noon.
- Breakfast, lunch and dinner may be claimed if return is after 6:00 p.m.

7.3.1.3 Exceptions may be made on occasion with authorization from the Superintendent or Secretary-Treasurer with the submission of receipts and explanation of circumstance.

7.4 Other expenses supported by appropriate receipts, e.g., parking, ferry rates, taxis, telephone call, etc.

7.5 Tips and gratuities can be claimed up to a maximum of 15% of the total billing net of applicable sales taxes.

7.6 Bridge toll costs will be reimbursed without receipts.

7.7 Registration, course or other fees supported by appropriate receipts with prior approval from the immediate supervisor.

Reference: Sections 22, 23, 65, 85 School Act  
Income Tax Act

Adopted: June 2021



## MANAGEMENT OF SCHOOL BUDGETS

### Background

The primary focus of the district's budgeting process is to ensure that adequate human and material resources are provided to support student learning at the school level. Resources to purchase supplies and equipment are allocated to schools on an equitable basis.

### Procedures

1. School level operating budget surpluses (rollover funds) at year end may be carried over to the following fiscal year.
2. Special purpose funds that are permitted to be carried over will be carried over in a manner that distinguishes them from the funds in section 1.
3. Schools are prohibited from incurring operating budget deficits.
4. Exemptions from this Operational Procedure may be granted in exceptional circumstances. Requests for exemptions are to be forwarded in writing to the Secretary-Treasurer for approval.

Reference: Sections 22, 23, 65, 85, 106.2, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 115.1, 115.2, 117, 118, 137, 153 School Act

Adopted: June 2021



## SCHOOL TRUST FUNDS

### Background

The district recognizes that monies raised through fund-raising and other activities at the school level must be safe-guarded like other monetary assets by utilizing accounting and banking services in a financially responsible and administratively efficient manner.

### Procedures

1. Accounting for School Trust Funds
  - 1.1 One bank account is to be established in each school for receipt and disbursement of all funds held in trust by the school. Schools having a fairly large balance may wish to transfer some funds to an interest-bearing account or term deposit. Schools dealing with credit unions will be required to set up a "Share" account. Under no circumstances shall a school have more than these three (3) accounts.
  - 1.2 These school trust funds are to be under the overall supervision of the principal of the school.
  - 1.3 All receipts and disbursements are to be recorded in the appropriate accounting system approved and provided by the district.
  - 1.4 Pre-numbered receipts are to be issued for all cash received, and pre-numbered cheques are to be issued for all disbursements.
  - 1.5 Cash received is to be deposited as soon as possible. Deposits must be made not less frequently than each Friday. Funds other than petty cash shall not be kept in the school over the weekend.
  - 1.6 School trust funds are not to be used as a banking service for cashing employees' and students' individual cheques. Under no circumstances will individuals who have direct access to the funds take cash and replace it with cheques or IOU's of any kind.
  - 1.7 All school trust fund cheques must have two (2) signatures, with three (3) individuals having signing authority: the principal; the vice-principal or, alternatively, a member of the teaching staff; and the school secretary.
  - 1.8 Vouchers and receipts are to be retained in support of every expenditure.
  - 1.9 Authorizations to establish individual accounts shall be retained until the account is completed, according to its purpose.
  - 1.10 All records maintained by the school shall be open at all times for inspection by the Secretary-Treasurer's and the Board's auditors. The statements prepared for reporting purposes are subject to audit by the duly appointed auditors of the Board.
  - 1.11 Trust fund purchases of equipment valued at \$500.00 or more per item for the school or improvements to buildings or grounds shall not be carried out without written approval from the Secretary-Treasurer.
  - 1.12 A request from a principal to expend funds shall be accompanied by an approval from the account's supervisor stating that these funds are being expended for the purpose for which they were raised, and the rationale for the expenditure if it does not meet this criterion.

2. Reporting on School Trust Funds

2.1 To Principal

2.1.1 The principal shall receive monthly a trial balance of all accounts, together with a bank reconciliation. The principal shall sign these reports to indicate that they have been received and noted.

2.2 To School Staff

2.1.2 After it has been received and signed by the principal, a copy of the monthly trial balance may be made available to staff members on request.

Reference: Sections 22, 23, 65, 81, 85, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118, 156, 157, 157.1  
School Act  
Financial Information Act

Adopted: June 2021



## FINANCIAL HARDSHIP

### Background

No student is to be denied the opportunity to participate in a course or specialty academy and/or activity associated with a course or specialty academy in which they are enrolled because of financial hardship. Financial hardship will not prevent a student from participating in a field trip provided that he/she fulfills the criteria established for the trip

### Procedures

1. A District fee/deposit waiver procedure is in place in each school. The procedure is as follows:
  - 1.1 Any parent experiencing financial hardship may request a fee waiver by contacting the principal, vice-principal, counselor, or teacher. Requests will be approved by the principal. No such request will be unreasonably denied.
  - 1.2 All requests are held in strict confidentiality, respecting the privacy of the family.
  - 1.3 Notification of district fee waiver procedures are to be placed on the school website. Notification of fee waiver procedures will be communicated to students and parents where any fees are being charged.

Reference: Section 20, 22, 65, 82, 82.1, 82.2, 82.3, 82.4, 85 School Act  
Ministerial Order 236/07

Adopted: June 2021



## STUDENT FEES

### Background

The district is committed to providing a broad range of educational programs and opportunities for students free of charge consistent with the School Act, regulations and ministerial orders. The district may charge a fee for goods and services associated with enrichment activities, courses, or programs. When a fee is charged, the intent is to assist in recovering costs without realizing any profit. Every effort shall be made to keep fees to a minimum.

The purpose of this Operational Procedure is to clarify those programs, resources and services that are free of charge and also to outline the fees and deposits that the district may charge. The subsequent Operational Procedure also provides a fee waiver process to support families who experience financial hardship with the goal of supporting equal access to all educational programs and opportunities for students.

Students who are school-aged, resident in British Columbia and enrolled in an educational program at a school operated by the district will be provided free of charge with the following:

- Instruction in an educational program sufficient to meet general graduation requirements.
- Instruction in an educational program after the student has met the general requirements for graduation.
- Educational resource materials necessary for participation in an educational program.

The district may charge fees for the goods and services as indicated in the procedures which follow.

The district may waive all or part of a student's fees, or provide an alternative option, where the principal determines that the payment of fees will cause financial hardship to a student's family.

### Procedures

1. Guiding Principles
  - 1.1 There will be no course fees for any Ministry authorized curriculum.
  - 1.2 School fees shall not become a barrier to student participation in required activities or programs.
  - 1.3 All fees shall be kept as low as possible and be consistent with the needs of the programs.
  - 1.4 Each principal is expected to make every effort to keep requests for supplies to a minimum and shall provide guidance in the selection of the most useful and economical materials.
  - 1.5 School fees at each level are to be as standardized as possible.
  - 1.6 Each Principal shall have written school-based fee waiver.
2. The district will not charge fees for:
  - 2.1 Materials and equipment necessary to meet the learning outcomes or assessment requirements of an educational program provided by the district: and/or
  - 2.2 Field trips where attendance is mandatory and/or assessment will take place.

3. The district may charge fees for:
  - 3.1 Materials and equipment of a nature, or of a quality or quantity, beyond that which is necessary to meet the required learning outcomes or assessment requirements of an educational program provided by the district.
  - 3.2 Paper, writing tools, calculators other than graphical calculators, student's planners, exercise books, computer storage media and other school supplies and equipment for a student's personal use.
  - 3.3 The payment of expenses, including expenses for transportation, accommodation, meals, entrance fees and equipment rentals in respect of optional field trips or special events that are not necessary to meet the required learning outcomes or assessment requirements of an educational program provided by the district.
  - 3.4 The purchase or rental of a musical instrument for the student's personal use with regard to students participating in, as part of an educational program.
    - 3.4.1 A music class, course or programs, or
    - 3.4.2 A fine arts class, course or program with a music component.
  - 3.5 The purchase or rental of tools, equipment and materials necessary for the student's participation in a trades program.
  - 3.6 Materials that are used in goods that are intended for students to take home for personal use or as a gift.
  - 3.7 Certain school courses and programs offered to provide students the opportunity to acquire certification in such areas as First Aid, CPR, Food Safe, and Boat Safety. These certifications are not curriculum requirements and student participation is optional. Students will be charged a fee to cover the cost of the program delivery and certification process if they choose to obtain it.
  - 3.8 Specialty academics.
  - 3.9 In all cases, consideration is to be given to facilitation of participation by students who would otherwise be excluded due to financial hardship.
4. The district may:
  - 4.1 Require a student to provide his or her own tools, equipment, and materials necessary for the student's participation in a trades program.
  - 4.2 Require a student to provide his or her own musical instrument with regard to students participating in, as part of an educational program.
    - 4.2.1 A music class, course or program, or
    - 4.2.2 A fine arts class, course or program with a music component.
5. The district expects that students will attend school with appropriate personal clothing for school activities such as gym strip, footwear, outerwear, and personal safety equipment.
6. The district may require deposits for educational resource materials, such as textbooks, novels, and other resource materials. The district will refund all or part of the deposit to the student upon return of the educational resource materials. Students will be advised of the terms of the deposit at the time the deposit is required.

7. Fees and Deposits
  - 7.1 The Secretary-Treasurer shall assume responsibility for ensuring that fees and deposits are annually reviewed and reported to the Superintendent.
  - 7.2 The district shall publish a schedule of the fees to be charged and the deposits required and make that schedule available to students and their parents before the beginning of the school year.
  - 7.3 In setting the schedule of fees and deposits, every reasonable effort will be made to ensure that the fees and deposits are:
    - 7.3.1 In keeping with district wide guidelines
    - 7.3.2 Based on the recovery of actual additional costs to the school, and
    - 7.3.3 Kept to a minimum cost.
8. Deposits for Musical Instruments
  - 8.1 Students in a band program may opt to use one of the school instruments for a refundable deposit or they may use their own instrument or a rental music instrument for a commercial provider at their own cost.
9. Fees for Trips
  - 9.1 The District will not charge fees where participation in a field trip is mandatory or where participation is necessary in order for the student to meet the learning outcomes or assessment requirements of a course.
  - 9.2 The district may charge fees for optional field trips that enhance and add value to a student's learning experience but are not essential to the learning outcomes.
  - 9.3 Extra-curricular trips or activities are not considered part of the educational program and do not relate to specific learning outcomes. Consequently, fees, which are limited to expenses, may be charged.

Reference: Section 20, 22, 65, 82, 82.1, 82.2, 82.3, 82.4, 85 School Act  
Ministerial Order 236/07

Adopted: June 2021



## INSURANCE MANAGEMENT

### Background

In order to ensure that the requirements of legislation are met, and the district's interests are protected, the district shall participate in the Schools Protection Program.

### Procedures:

1. The Secretary-Treasurer shall obtain insurance coverage for the following:
  - 1.1 Buildings
  - 1.2 Contents
  - 1.3 Liability – for staff members, student teachers and interns, and volunteers; all the foregoing while performing duties authorized by the district
  - 1.4 Crime
  - 1.5 Automobile fleet
  - 1.6 Travel accident
  - 1.7 Boiler and machinery
  - 1.8 Errors and omissions, and
  - 1.9 Course of construction and wrap up
2. Building insurance shall be secured to provide coverage at full replacement cost.
3. Contents insurance shall be obtained on an actual cash value basis.
  - 3.1 Claims made under the building and contents section of the insurance policy resulting from accidents, vandalism or theft shall be made by the Secretary-Treasurer upon receipt of the required information from the principal or department head.
  - 3.2 In case of accident or damage to a personal vehicle while on District business, the district will pay the insurance deductible up to a maximum of three hundred dollars (\$300).
4. Travel accident insurance shall be obtained to cover staff members while traveling on district business.
5. When required the district shall review its insurance coverage and make such arrangements for insurance coverage as it deems necessary.
6. A student accident insurance plan shall be offered to parents of students at no cost to the district.
7. Injury/Accident at site
  - 7.1 Injuries to staff or students are to be reported by the Secretary-Treasurer or designate on the online Schools Protection Program incident report accessible from <http://www.incident-request.org> and forwarded to Schools Protection with a copy retained by the district office.

7.2 Injuries to employees also need to be reported using the forms developed by the District Occupational Health and Safety Committee.

Reference: Sections 22, 23, 65, 74, 84, 85, 95 School Act  
Occupational Health and Safety Regulation

Adopted: June 2021



## FACILITIES PLANNING

### Background

Sound planning for the upgrading and/or modernization of schools, or for additions to existing schools and/or the construction of new schools is essential. In order to enhance the planning process, stakeholders are invited to participate. Well-designed facilities contribute to optimum learning environments for students.

### Procedures

1. The Superintendent will ensure demographic data collection and will report on enrollment projections annually to the Board.
2. The Director of Operations will conduct audits of all district facilities annually. This audit will include:
  - 2.1 Enrollment and capacity statistics for each school.
  - 2.2 Analysis of the structural, mechanical and electrical components of each school.
3. In collaboration with principals, the Director of Operations is responsible for the efficient use of facility space.
4. The Director of Operations will recommend new school buildings and building additions for the district. Recommendations will be supported with the following data:
  - 4.1 The general area to be served and its estimated student population present and projected for three years.
  - 4.2 The type and number of facilities to be requested.
  - 4.3 Plans for school buildings.
  - 4.4 All school buildings will be constructed by contract or by a scheme of construction approved by the Minister of Education.
5. The Board will collaborate with municipal authorities to ensure that adequate and appropriate land is made available for school purposes.
6. The Superintendent will identify priorities for facility requirements and will bring forward a draft Capital Plan to the Board for its consideration.
7. The district intends:
  - 7.1 To provide facilities that reflect the requirements of school programs subject to the constraints of:
    - 7.1.1 The district's longer-term financial position.
    - 7.1.2 Student population and location.
  - 7.2 To provide facilities that are aesthetically attractive.
  - 7.3 To maintain or upgrade existing facilities to established program and/or safety standards.
  - 7.4 To ensure that custodial standards are developed and applied.

- 7.5 To ensure that its facilities are available to the public on a reasonable basis.
- 8. Following a Government announcement, a Planning Committee will be established by the Superintendent.
  - 8.1 Meetings will be called by the Superintendent at appropriate times during the planning process and as often as necessary.
- 9. The Board will consult with municipal authorities during the planning process for any modernization or new construction.

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

Adopted: June 2021



## FACILITIES MAINTENANCE

### Background

The life of school district facilities, which constitute a major capital investment, can be extended by timely and proper maintenance. An annual maintenance program shall be developed to provide repairs and preventative maintenance of the grounds, buildings, equipment, furniture and fleet. Maintenance activities will be initiated through:

- Standing activities such as custodial services, grass cutting, snow removal, and servicing crews
- Requisitions raised by the building occupants
- Requisitions raised by the maintenance staff

The maintenance budget will be established annually during the budget development process.

### Procedures

1. Work Orders
  - 1.1 All non-emergency maintenance services work is carried out in response to requisition-generated work orders processed through the web-based school district computerized maintenance management system.
  - 1.2 Emergency work will be undertaken as expeditiously as possible, with a work order raised at the earliest convenience.
2. Maintenance Service Crews
  - 2.1 Maintenance service crews may be deployed to provide maintenance to any existing parts of the building or the systems in the building such as carpentry, electrical, mechanical, and painting.
  - 2.2 Work carried out by these crews slows or reverses the natural process of wear inherent in occupied buildings or provides repair for predictable 'wear and tear' problems.
  - 2.3 Where service is provided, crews work on a schedule to ensure all schools have been visited once before any is visited again. Because schedules are subject to staff availability, and may be interrupted for extended periods of time, a formal calendar schedule is not available.
  - 2.4 This list of corrective work to be undertaken shall be prioritized by the principal and entered into the school district computerized maintenance management system prior to the crew's arrival on site.
  - 2.5 When the crew arrives at a site, they will report to the office to confirm the time frame they will be onsite. While there they will:
    - 2.5.1 Complete any non-emergent requisition items required to maintain the existing building, equipment or components; and
    - 2.5.2 Report back to the office all work carried out in the building and may request the generation of additional work orders to cover work done that was not identified on existing work order requests.

3. Emergency Calls

3.1 The following items are to be phoned in to the Director of Operations for consideration of immediate response:

3.1.1 Waterline break

3.1.2 Vandalism such as a broken window or graffiti on the walls

3.1.3 Plugged drain causing flooding

3.1.4 Damage to a fire or intrusion alarm

3.1.5 Loss of power

3.1.6 Fire

3.1.7 Security problem such as an exterior door which will not lock

3.1.8 Loss of heat, etc.

3.2 The response time may be adversely affected by the extent of similar problems throughout the school district.

4. Grounds Crew – Maintenance

4.1 The Director of Operations shall establish a schedule for grounds maintenance at each school.

4.2 The crew will carry out the following types of maintenance and repairs:

4.2.1 Clean all paved surfaces at site

4.2.2 Clean all paved area sumps

4.2.3 Clean and remove debris from the roof

4.2.4 Rake leaves and remove other debris from grounds area

4.2.5 Repair damaged chain link fencing

4.2.6 Upgrade old chain link fencing to current school district standards

4.2.7 Prune and trim trees and shrubs as necessary and as weather will permit

4.2.8 Check and repair/replace playground equipment to eliminate safety hazards

Reference: Sections 20, 22, 23, 65, 85 School Act  
Occupational Health and Safety  
Regulation National Building Code  
National Fire Code



## WHMIS AND HAZARDOUS MATERIALS

### Background

In order to protect staff and students from the risks associated with hazardous materials, the school district will identify all potentially hazardous materials in accordance with Workplace Hazardous Materials Information System (WHMIS 2015) regulations.

Standards and procedures for the safe handling, storage, and use of hazardous materials will be developed and applied where needed.

### Procedures

1. Safety Data Sheets
  - 1.1 A Safety Data Sheet (SDS) must be available on site for each hazardous material kept at that site.
2. WHMIS Requirements
  - 2.1 The Administrator or Supervisor responsible for a site will ensure that:
    - 2.1.1 An inventory of all hazardous materials used at that site is developed and maintained.
    - 2.1.2 Each container of hazardous materials is properly labelled.
    - 2.1.3 An SDS is obtained for every hazardous material that is purchased.
    - 2.1.4 All staff at each site who work with or in proximity to someone who works with a controlled substance receives WHMIS training.
3. Purchasing
  - 3.1 Each hazardous or potentially hazardous material purchased must, in accordance with school district purchasing protocols, be preceded or accompanied by an appropriate SDS. It is the responsibility of the person placing the order to ensure that an SDS is received.
4. Labelling
  - 4.1 All containers of hazardous materials must be labelled as to their contents. All containers received from suppliers must have a supplier label. If a container does not have a supplier label, it is to either be returned to the supplier or stored and unused until a proper label is received.
  - 4.2 Any container filled on site must be labelled or otherwise identified by the person handling the material. Workplace labels, containing the required WHMIS information, must be prepared onsite by the user.

5. Materials Inventory
  - 5.1 It is the responsibility of each site administrator or supervisor to ensure that an initial inventory of the hazardous materials used at their site is compiled. The inventory must include all hazardous or potentially hazardous materials kept on the site and must specify the following:
    - 5.1.1 Product name or description
    - 5.1.2 Location stored
    - 5.1.3 Location used
    - 5.1.4 Name and address of manufacturer or supplier
    - 5.1.5 Whether or not an SDS is available
  - 5.2 Follow up inventories must be conducted periodically to identify new materials and dispose of materials which are no longer being used.
6. Education and Orientation
  - 6.1 All school district employees, upon commencing employment or as soon as practicable thereafter, shall receive orientation in general WHMIS 2016 requirements and responsibilities. All employees shall receive site-specific orientation in the properties and handling of hazardous materials used or stored at the site at which they work. Employees exposed to hazardous materials through the course of their jobs will receive specific orientation related to those materials.
  - 6.2 The Joint Occupational Health and Safety Committee will review the school district's education and orientation program and will recommend WHMIS orientation programs as required.
  - 6.3 It is the responsibility of each employee's supervisor or manager to ensure that the employee receives the required safety education and orientation.
7. Storage and Handling of Hazardous Materials
  - 7.1 Hazardous materials shall be stored and handled in accordance with the requirements of the WorkSafeBC Occupational Health and Safety Regulations and the BC Fire Code.
  - 7.2 Hazardous materials must be safely stored. Large quantities of controlled substances or smaller quantities of particularly dangerous materials shall be stored only in unoccupied areas that are well ventilated. If unsure about storage requirements review the SDS and consult with the Director of Operations.
  - 7.3 Under no circumstances shall materials be stored in electrical, mechanical, or furnace rooms.
  - 7.4 Materials which are incompatible, or which produce violent reactions when combined shall not be stored in proximity to one another. Science teachers will conform with chemical compatibility storage requirements.
  - 7.5 Containers of hazardous materials stored on shelves shall be stored below eye level and be secured or restrained to prevent them from falling.
  - 7.6 Flammable liquids stored indoors shall be kept only in closed containers and stored in storage cabinets designed for flammable liquids.
  - 7.7 Only working quantities of hazardous materials shall be kept outside storage areas.

- 7.8 Containers for hazardous materials must be inert to their contents and securely sealed.
- 7.9 Laboratory fume hoods are not to be used for the storage of chemicals.
- 7.10 Cylinders of compressed gas shall be stored with non-combustible restraints and in such a manner that they are secure from falling. Only working quantities of compressed gases may be stored indoors.
- 7.11 Emergency eyewash stations shall be maintained in all areas where hazardous materials are handled or used.
- 7.12 Suitable personal protective equipment (PPE) shall be worn when working with or handling hazardous materials.
- 7.13 Eating and drinking are not permitted in areas where hazardous materials are stored, handled, or used.

## 8. Emergency Procedures – Hazardous Materials

### 8.1 Containing Hazardous Material Spills

- 8.1.1 Methods for dealing with spills of hazardous materials will vary widely depending on the characteristics of the material spilled or released. The SDS shall be consulted for information on how to deal with any particular substance. In every event the primary concern is the safety of the person handling the material and any other persons in the vicinity. If the spill presents any sort of hazard, the area must be evacuated until the spill is properly dealt with.
- 8.1.2 Science and shop areas will have spill kits suitable for the types of chemicals and materials being handled.

### 8.2 First Aid

- 8.2.1 Injuries involving hazardous materials involve either inhalation, skin contact, or ingestion of the material. The following actions are recommended in each case:
  - 8.2.1.1 Inhalation. Get the victim to fresh air and administer oxygen, if available. Seek medical aid.
  - 8.2.1.2 Skin contact. Immediately wash the area of contact with copious amounts of water. Remove any contaminated clothing.
  - 8.2.1.3 Ingestion. Do not induce vomiting. Seek medical aid.
- 8.2.2 In each case consult the MSDS for further information and, if necessary, seek further aid from the following agencies:
  - 8.2.2.1 Poison Control      1-800-567-8911
  - 8.2.2.2 Ambulance            911

### 8.3 Reporting Hazardous Material Spills

- 8.3.1 Any incident involving a chemical spill or release of a hazardous material shall be reported to the Director of Operations as soon as possible after occurrence. Any spill of 25 litres (5 gallons) or more or a spill of a lesser amount of any immediately dangerous or particularly toxic substance must be reported to the nearest available supervisor immediately.

## 8.4 Hazardous Materials Fires

8.4.1 In the event of a fire involving hazardous materials, regardless of whether or not the materials are the source of the fire, the following actions must be taken in the order of priority listed:

8.4.1.1 Ensure personal safety. At all times ensure that you have a clear route of escape. If at any time there is any risk to your personal safety, leave the area immediately.

8.4.1.2 Activate the fire alarm. This action must not be delayed any longer than is absolutely necessary in order to ensure your personal safety.

8.4.1.3 Warn other people in the area. Notify anyone working in your vicinity who is or may be affected by the fire.

8.4.1.4 Attempt to extinguish the fire. If you have received training in extinguishing minor fires and if you feel that you can safely deal with the fire, attempt to extinguish it with a fire extinguisher.

8.4.1.4.1 No staff member shall put themselves at risk in order to extinguish a fire. Do not fight a fire if there is smoke compromising your ability to breathe fresh air or if your route of exit is in anyway compromised. Do not fight fires in science chemical storage areas.

8.4.1.5 Contain the fire. If you cannot extinguish the fire, contain it by closing the doors of the room in which the fire is located.

## 8.5 Gas Leaks

8.5.1 A natural gas or propane leak will be quickly noted by the distinctive smell. In the event of a known or suspected leak, immediately notify the following:

8.5.1.1 Fire Department 911

8.5.1.2 Maintenance Department 1-250-633-2228

8.5.1.3 Gas Emergencies 1-800-663-9911

8.5.1.4 School District Office 1-250-633-2228

8.5.2 Evacuation of the area or building may be initiated at the discretion of the Administrator or Supervisor.

8.5.3 Staff and students are to be evacuated up wind and/or to the point that there is no discernible smell.

8.5.4 Do not attempt to repair gas equipment yourself and, other than in the event of an earthquake, do not attempt to turn off a gas supply line to a building. In the event of a gas leak in the science area of a school, the local shutoff valve maybe utilized.

## 9. Contact Lenses

9.1 Staff must check the SDS for the products that they work with prior to working with the material and refrain from wearing contact lenses so advised by the manufacturer.

## 10. Asbestos

10.1 Only school district maintenance staff and contractors who have been properly trained may work with or near materials containing friable asbestos or work with manufactured products containing asbestos. All such work must be performed in accordance with the school district's procedures for working with asbestos and must have the written authorization of the Director of Operations.

10.2 All staff are to report to the Director of Operations any observed damage or substandard condition involving asbestos containing materials.

11. PCB's

11.1 Fluorescent light ballasts which contain or may contain PCB's shall only be handled, installed, or removed by properly trained personnel.

12. Potentially Infectious Materials

12.1 Any bodily fluids or wastes such as blood, vomit, urine, feces, or saliva are potential sources of infection. Such materials shall be handled only by staff members who have received proper training and only in accordance with the school district's procedures for working with potentially infectious materials

Reference: Sections 17, 20, 22, 23, 65, 85 School Act  
Fire Code  
Health Act  
Transportation of Dangerous Goods Act  
Occupational Health and Safety Regulation

Adopted: June 2021



## USE OF SCHOOL FACILITIES

### Background

The school district accepts the premise that all school facilities are public facilities and are to be available to the public for community use as outlined by this Operational Procedure, provided that school programs and activities are given priority.

The responsibility for administering and maintaining this Operational Procedure is vested in the Secretary-Treasurer who shall amend this Operational Procedure as necessary and provide prior notice of such changes to the Board as they occur.

### Procedures

#### 1. Application for Use

##### 1.1 Reservations

Applications for community use must be directed to the School Principal. No community use will be permitted that will interfere with school instructional time.

Where there is doubt about the appropriateness of the planned activity or providing access, the principal shall consult with the Secretary-Treasurer.

The Application for Use of School Facilities form shall include the name and telephone number of the supervisor of the event.

##### 1.2 Access and Security

The principal is responsible for ensuring timely and agreed upon access to the school premises.

Where no school district employee is available to allow access or to ensure the secure lock-up of the facility at the end of the activity, a key may be provided to the user group supervisor, with the requirement that it will be returned immediately upon completion of the activity.

The principal is responsible for maintaining a sign-in, sign out system for keys. Failure to secure the building or return the key will result in the loss of use of the building for the user.

#### 2. Responsibilities

All groups or organizations booking school facilities shall:

2.1 Assume full responsibility for adult supervision of the activity involved during the period of booking.

2.2 Ensure compliance with all procedures.

2.3 Supervise entrances and adjacent areas to ensure that unauthorized persons do not enter the building.

2.4 Ensure that participants remain within the confines of the area assigned to the group, stay within the time schedule allocated, and vacate the premises promptly.

2.5 In emergency conditions such as fire/earthquake, users take full responsibility for the safety of their group.

- 2.6 Have on hand a properly stocked first aid kit.
3. Condition of Premises
  - 3.1 User groups are restricted to the use of the facilities as stated on the approved application form. Tables and chairs will be provided only to the extent that such items are specified on the approved application form.
  - 3.2 There is no guarantee expressed or implied on the part of the board as to safety, suitability or condition of the premises rented. The renter must accept the said premises at their own risk.
4. Cancellations
  - 4.1 The school district assumes no responsibility whatsoever if last-minute cancellations are caused by power failure, furnace failure, inclement weather, regulations of the Fire Marshal, or other causes beyond the control of the school district.
  - 4.2 Failure to comply with safety or acceptable use procedures could result in immediate cancellation of the approved use. Right of usage may be revoked or cancelled at any time. In the event of such revocation or cancellation there can be no claim or right to damages or reimbursement on account of any loss, damage, or expense whatsoever.
  - 4.3 Planned use by user groups bookings may be pre-empted by school programs, provided 2 working days' notice is given.
  - 4.4 User groups shall provide five (5) working days' notice of cancellation of the event booked or shall forfeit the rental charge.
5. Financial Responsibility
  - 5.1 The organizers of the user group or the event may be held responsible for any damage resulting from use of the facility. The school district reserves the right to require outside users to provide adequate insurance in a form satisfactory to the school district.
6. Authorities
  - 6.1 Any person on school district property as a result of a rental thereof shall obey the instructions of the principal, custodian, or any other school district employee in authority, and in the event of being requested by such representative to leave the premises, shall do so immediately.
7. Supervision
  - 7.1 The user group supervisor must provide adequate supervision to prevent unauthorized persons from entering the school building and any rooms or hallways not specifically approved for use.
  - 7.2 Where the school is being used for accommodation for a function with juveniles in attendance, the user group must provide adequate supervision at all times, in keeping with the district's approved supervision ratios.
8. Protection of Floors
  - 8.1 The use of street shoes or other footwear which would damage the floors of auditoriums, gymnasiums, or other areas specified in the lease is strictly forbidden. Application of powdered waxes or other substances to gymnasium floors is strictly forbidden.

9. Restricted Sports
  - 9.1 The use of school gymnasias will be restricted or modified where normal outdoor activities are conducted indoors.
  - 9.2 The following sporting activities will not be permitted in school gyms:
    - 9.2.1 Football
    - 9.2.2 Field Hockey
    - 9.2.3 Roller Blades
    - 9.2.4 Lacrosse
    - 9.2.5 Golf
    - 9.2.6 Handball
  - 9.3 The following sporting activities will be permitted in school gyms with the equipment requirements as noted:
    - 9.3.1 Soccer must use only nerf type balls or approved indoor soccer balls.
    - 9.3.2 Floor Hockey must use only approved Cosum sticks and Cosum balls or pucks. Body checking into sidewalls not permitted.
    - 9.3.3 Softball throwing/catching practice only, using the IncrediBall or equivalent. Batting practice not permitted.
10. Use of Equipment
  - 10.1 Physical education equipment such as volleyball and badminton stands, nets, and hockey goals, where available, may be used by groups renting school gyms by arrangement with the Principal. Supplies such as balls and racquets must be provided by the user group.
  - 10.2 Games involving the use of equipment or supplies in such a manner as to harm the building will not be permitted.
11. Smoking/Vaping/Cannabis
  - 11.1 Smoking, vaping, and the use of controlled substances is prohibited on all School District premises.
12. Summer Use of Facilities
  - 12.1 The summer maintenance program will take precedence over use of facilities during the months of July and August.
13. Hours of Access
  - 13.1 Access to school facilities will not normally be granted before 4:00 p.m. on any regular school day. For community youth activities for which there is no charge, arrangements for earlier entry may be made through the principal.
  - 13.2 School premises must be vacated by 9:30 p.m. Time extensions will be approved by the Secretary-Treasurer only under exceptional circumstances.
14. Janitorial Supplies and Equipment
  - 14.1 Community users will not use or have access to janitorial supplies and equipment.
  - 14.2 The Principal concerned will be responsible through the school budget for additional janitorial costs arising out of extra-curricular and community use or damage caused.

15. Assistance to Custodial Staff
  - 15.1 User groups may, if they so desire, assist custodial staff following a rental in moving tables, chairs, equipment, and garbage in order to reduce costs, but in no case may a renter do actual cleaning, which must be done only by school district custodial staff. Rates charged, if additional cleaning is required, for custodial staff will be as per the Collective Agreement
16. Fixtures and Private Property
  - 16.1 Stage decorations or any other private property may not be left or stored in a school without permission of the principal. The school district will not be responsible for any such goods or properties.
17. Telephone
  - 17.1 Telephone service will not be made available to parties renting facilities, except where a pay telephone is already provided or in the event of an emergency.
18. Right of Refusal
  - 18.1 The School District reserves the right to refuse use of school district facilities to any organization or individual.
19. Viewing
  - 19.1 Viewing of facilities must be after school hours only with prior arrangements made through the principal.
20. Use of School Grounds
  - 20.1 When grounds are reserved by an organization, such organization must sign a contract indicating that it will be responsible for any damage to school district property during its occupation of the grounds.
  - 20.2 The School District reserves the right to cancel the use of grounds on short notice. Such cancellation may be due to inclement weather which may cause damage to the grounds.
  - 20.3 All conditions with respect to use of buildings will apply to use of grounds, and, in addition, the following:
    - 20.3.1 The organization may use grounds, as specified, only on those hours noted on the approved application.
    - 20.3.2 Water saturated or frozen grounds must not be used for any purpose.
    - 20.3.3 The School District reserves the right to require temporary changes in time, if necessary, for satisfactory upkeep of the grounds or for school activities.
    - 20.3.4 Users of grounds are not permitted inside the school buildings for any purposes unless previously arranged.
    - 20.3.5 If the grounds are not required, the renter is to notify the school principal immediately.

Reference: Sections 22, 23, 65, 85 School Act  
 Liquor Control and Licensing Act  
 Disposal of Land or Improvements Order M193/08  
 School Opening and Closure Order M194/08

Adopted: June 2021



## BUILDING SECURITY

### Background

Control of access to district buildings through the distribution and tracking of keys is essential to the maintenance of security of district property. The procedures below provide for the administration of keys to district buildings.

### Procedures

1. School Staff
  - 1.1 The principal is responsible for the distribution and recording of all school keys in accordance with this Operational Procedure. Under no circumstances are keys to be duplicated or allowed out of the possession of the person to whom they were issued. Keys will only be issued to district employees, except under exceptional circumstances and only for short periods of time with records being filed at the school by the principal and retained upon return of keys.
  - 1.2 Master Keys
    - 1.2.1 Master keys are to be entrusted to the principal, who will ensure that a record is kept of their distribution.
  - 1.3 Exterior Door Keys
    - 1.3.1 All exterior doors in a particular school are keyed alike. Exterior door keys may be signed out to staff members. A record must be kept of keys issued.
  - 1.4 Lock-ups/Classroom Storage Areas
    - 1.4.1 Keys to these areas may be issued to individual teachers on a school-year basis and must be collected at the end of each school year.
  - 1.5 Portable Classrooms
    - 1.5.1 At each school site all portable classrooms will be keyed alike and will be accessible with the school master key. All portable classrooms are to be locked when not occupied.
  - 1.6 All Other Door Keys
    - 1.6.1 All school keys other than master keys and exterior door keys are to be kept in a marked key box in a secured area, accessible only to the principal. Keys from this box must not be taken from the school. Keys from this box may be issued to staff members by the principal.
  - 1.7 Lost Keys
    - 1.7.1 Lost keys must be reported immediately to the principal, who will in turn report the loss to the Director of Operations.
  - 1.8 Unauthorized Entry
    - 1.8.1 Individuals to whom keys are issued will be held fully responsible for unauthorized or improper use of keys.

1.8.2 Costs incurred by the district resulting from unauthorized or improper entry to facilities during non-instructional periods may be charged to the school.

2. Maintenance and Custodial Staff

- 2.1 All regular maintenance employees will be issued grand master and district gate keys by the Director of Operations, who will ensure that a record is kept of keys issued.
- 2.2 Continuing temporary maintenance employees may be issued grand master and/or gate keys if necessary for the performance of their duties. Any keys issued to these employees will be returned on completion of their temporary assignment.
- 2.3 Temporary maintenance employees will not be issued grand master keys except under special circumstances.
- 2.4 All regular custodians and janitors will be issued a master key to the school at which they work by the Director of Operations. The custodial supervisor will keep a record of all keys issued to custodians and janitors.
- 2.5 Temporary janitors will be issued a school master key for the period of their employment at that school. At the end of their assignment at a school they must return their master key to the custodial supervisor.
- 2.6 Lost Keys
  - 2.6.1 Lost keys must be reported immediately to the Director of Operations or to the custodial supervisor.
- 2.7 Unauthorized Entry
  - 2.7.1 Maintenance and custodial employees to whom keys are issued will be held fully responsible for unauthorized or improper use of keys.

3. District Office Staff

- 3.1 Senior management and excluded staff will be issued grand master and district gate keys. The Director of Operations will keep a record of keys issued.
- 3.2 All other district office employees will be issued a master key to the building on a peruse basis, if required.
- 3.3 Lost Keys
  - 3.3.1 Lost keys must be reported immediately to the Director of Operations.
- 3.4 Unauthorized Entry
  - 3.4.1 District office employees to whom keys are issued will be held fully responsible for unauthorized or improper use of keys.

Reference: Sections 20, 22, 23, 65, 85 School Act  
Fire Services Act  
Occupational Health and Safety  
Regulation National Building Code  
National Fire Code

Adopted: June 2021



## LICENSED CHILDCARE CENTRE

### Background

This Operational Procedure encompasses the use and approval process for the operation of childcare centers including before and after school programs in the School District.

### Procedures

1. Principles
  - 1.1 The School District encourages and permits the use of vacant school facilities or appropriate surplus space by licensed childcare providers that operate licensed childcare centers as per the principle outlined in Operational Procedure 550 – Use of School Facilities.
  - 1.2 Such permit use, however, is granted provided that external use of school facilities and grounds during school hours by these programs does not interfere with the normal operations of regular curricular and extra-curricular programming and student safety. The School District does not endorse or represent any external group that rents its facilities or grounds.
  - 1.3 Rental rates are to be assessed as per this Operational Procedure with fees established on the basis of recovering operating costs incurred by the School District rather than generating surplus revenue.
  - 1.4 The School District reserves the right to modify the rates to this Operational Procedure to accommodate a childcare center at one of our sites for student parents attending school.
2. Reservations and Priority for Use
  - 2.1 The use of school facilities will follow management procedures regarding priority for use as outlined in Operational Procedure 550 – Use of School Facilities. The rental reservation form, Application for Use of School Facilities, will be used to initiate the license to occupy or lease of space for an annual term for this Operational Procedure.
3. Placement of Stand-Alone Facilities
  - 3.1 Portables and purpose-built facilities for these programs may be approved provided all costs associated with the installation and ongoing maintenance and operational costs and/or removal costs are borne by the childcare center and that the project conforms to local municipal zoning, building regulations and all regulations/policies of other authorities having jurisdiction.
  - 3.2 These facilities must not compromise field use, nor restrict opportunities for the School District to place on site other portables or facilities required for School District programs or other approved uses, nor restrict future disposition considerations of the school site should that be necessary. Portables owned by others, approved, and sited on school property for other purposes are subject to removal should the lease be terminated.
  - 3.3 Any land leased for a period of time may require property subdivision and, as such, these requests will be considered on a case-by-case basis. All costs necessary to obtain approval shall be borne by the childcare center or other lessee under the *Land Title Act*.

- 3.4 Any license to occupy or lease agreement entered into by the School District may be terminated by the School District.
4. Notice of Termination
  - 4.1 The applicant, at the time of the issuance of the license to occupy or lease, will be notified that the agreement may be terminated at any time should the space and facilities be required for School District purposes or should the school and its operation no longer be required for school purposes and the School District wishes to dispose of subject property. If this becomes necessary, however, every attempt will be made to notify the group concerned well in advance of the date of termination to enable it to seek other accommodation.
5. Risk Management
  - 5.1 A school district employee must be on site when a school or school facility is being used by the public. A principal, administrator, teacher or operations staff member may represent the School District. Additional security cost-recovery charges apply when programs operate in non-school operating hours or days. A program operating from a portable or a secured program area separate from the balance of the school is exempt from the requirement for a School District employee to be on site.
  - 5.2 The Application for Use of School Facilities form includes a User Group Agreement Waiver/Indemnity clause which the user is required to accept, as well as to agree to conform to the "Conditions Governing Rental of School Facilities" set out on the reverse of the Application for Use of School Facilities form.
  - 5.3 Users are to comply with this Operational Procedure and all of its requirements.
6. Hours of Operation
  - 6.1 Childcare providers operating in surplus vacant space will do so only during the September to June school year unless the School District and the childcare provider are able to agree otherwise. Access to schools during the winter, spring and summer breaks will be dependent upon the availability of space, the availability of security staff and any planned and scheduled maintenance or capital works. Hours of operations will normally be 7 am to 5 pm daily. Additional hours to be reviewed on site as required with the principal.
7. Requirements and Application Process
  - 7.1 Individuals or groups wishing to establish a childcare center must receive various approvals before being licensed and established in a school building or on school property.
  - 7.2 The individual or group is to initiate discussions with the principal and seek agreement in principle that the program would be beneficial to the school. This agreement is generally based on the principal's discussions with the school staff and the school's parents' advisory council. The group is then to submit a request to the Secretary Treasurer.
  - 7.3 The Director of Operations will coordinate all arrangements for the placement of the program and will notify the group that the School District procedures require that the program be licensed as per licensing requirements, as set out in the *Community Care and Assisted Living Act and Childcare Licensing Regulation*.
  - 7.4 The Director of Operations will meet on site with the principal, a representative of the childcare center, and the Community Care Facilities licensing care consultant, and provide any technical information required. The Director of Operations will then make the necessary arrangements to ensure that all School District requirements regarding the placement of the program are met. The Director of Operations will prepare a final report for Board consideration.

7.5 Final approval of current or new childcare operations rests solely with the Board.

## 8. Tenant Responsibilities

- 8.1 The childcare center provides their own custodial services, however, limited custodial services can be provided by the School District under the standard rentals' agreement, Operational Procedure 550 – Use of School Facilities. In order to avoid an increase in the custodian's workload, childcare operators are to ensure that the room used is kept in tidy condition and that only designated washrooms are used.
- 8.2 The provision of furniture and equipment is the responsibility of the childcare center. However, if a school has extra furniture and equipment that are not required either by the school or by any other school in the School District, the principal may recommend that it be made available on loan to the childcare center until such time as it is needed by the system. The childcare center will be responsible for reimbursing the School District for any breakage or loss as a result of misuse of school equipment or damage to school facilities. Responsibility for inventory, inspection at start and conclusion of lease agreement, and condition reports of furniture and equipment along with the reimbursement process rests with the principal.
- 8.3 The childcare center cannot expect to use the school telephone, except in an emergency. Any center wishing to have a telephone installed must seek approval from the principal and from the Director of Operations and must accept responsibility for all costs involved.
- 8.4 The school has no legal obligation in the area of supervision of the childcare center. However, the principal has overall responsibility for the operation of the school and, therefore, has an interest in all programs operating within the premises.
- 8.5 Responsibility for children in the program lies with the Supervisor of the center, should the children in the program become ill while attending the childcare center or not be picked up from the center in the evening.
- 8.6 Responsibility for the transportation of children, to, from or during care, rests with the parents and the childcare provider.
- 8.7 All procedures identified in Operational Procedure 550 – Use of School Facilities with respect to responsibilities, condition of premises, financial responsibility, authorities, supervision, parking, smoking, summer use of facilities, intruder systems, telephone, use of school grounds, janitorial supplies and equipment apply to this Operational Procedure.
- 8.8 Appropriate operating licenses, permits and insurances are to be provided by the licensee or leasee to the School District that satisfies all relevant regulations and authorities and the Schools Protection Program.
- 8.9 The childcare centre is to participate in all fire, earthquake and other critical incident drills that take place at the site and work with the principal on how the group works within the drills and alarms structures at the school as well as reporting their safe evacuation of the school.
- 8.10 Criminal record checks are required of all staff and volunteers working in the childcare center, copies of which must be filed with the principal.
- 8.11 Change of ownership of the operations is prohibited during term of contract unless all requirements of this Operational Procedure are met and approved by the appropriate authorities and the Board. Sub-letting of space is prohibited.

## 9. Contract Term and User Fees

- 9.1 The term of any license to occupy or lease agreement is generally for a three-year term but reviewed and renewed annually for the license to occupy or lease period of September 1<sup>st</sup> to June 30<sup>th</sup>. The process for the provision of this type of program space will be reviewed

annually and competitively tendered to licensed centers. User fees at a minimum shall comprise four parts.

9.11 Administration fee

9.1.2 Facility and grounds rental fee

9.1.3 Custodial and security rates, and

9.1.4 Ancillary charges

9.2 Tendering will identify minimum rental requirements. The School District will annually review its rate's structure to ensure market competitiveness and to ensure the School District is not undercutting other similar service businesses in the area. Thirty days' notice to users will be provided for any rate changes being considered upon this annual review of rates.

Reference: Sections 22, 23, 65, 85 School Act  
Community Care and Assisted Living Act  
Land Titles Act  
Liquor Control and Licensing Act  
Tobacco Control Act  
Trespass to Property Act  
Childcare Licensing Regulation  
Disposal of Land or Improvements Order M193/08  
School Opening and Closure Order M194/08

Adopted: September 2021



## SCHOOL BUS TRANSPORTATION

### Background

The School District has a significant number of Grade 8-12 students traveling to and from school utilizing school buses. The following principles shall govern the operation of transportation services:

- Student safety is a major consideration. Student misbehaviour on school buses causes distraction to the driver, which in turn endangers the safety of all students on the bus and others on the road.
- Students are under the authority of their principal when traveling to and from school and or to any school function and are expected to obey the instructions of the driver.

### Procedures

1. Student Bus Transportation Limits
  - 1.1 The Ministry of Education does not mandate School districts to provide school bus transportation.
  - 1.2 School bus transportation may be provided for Grade 8 - 12 students who live beyond 4.0 kilometers from school.
2. School Bus Loading and Unloading Procedures
  - 2.1 Wherever possible, bus stops are located in areas where the school bus can pull completely off the road onto the shoulder to pick up or discharge students. In this case red flashing lights are not used.
  - 2.2 Where it is not possible for the procedure in clause 2.1 above to be followed, the bus will stop on the roadway, using red flashing lights to stop all traffic.
  - 2.3 Students are expected to be at the bus stop five minutes prior to arrival of the bus at the beginning of the school day.
  - 2.4 At the end of the School day, students are to discharge from the bus and wait for the bus to leave.
  - 2.5 If students are required to cross the roadway for loading or upon unloading, they must wait for all traffic to be cleared before doing so.

Reference: Sections 22, 23, 65, 85 School Act  
Society Act  
School Regulation 265/89

Adopted: June 2021



## TRANSPORTATION ASSISTANCE

### Background

The School District may pay a transportation assistance allowance on behalf of students with a disability such that they are unable to ride a regular bus or on behalf of other students in other circumstances.

### Procedures

1. The annual school bus information memo will provide basic information on the availability of transportation assistance.
2. Elementary schools will inform parents of transportation assistance availability in September.
3. Transportation assistance eligibility will be pursuant to Ministry of Education guidelines.
4. Applications for transportation assistance are available at each school and must be returned to the Principal for forwarding to the Superintendent by September 30 to be considered for payment in that school year.
5. The Superintendent shall review and approve applications by October 15<sup>th</sup> each year.
6. The only exceptions to the October 15 deadline will be for the following:
  - 6.1 An applicant who becomes a new resident after October 15.
  - 6.2 An applicant who changes residence within the School District after October 15.
  - 6.3 A student who enrolls in a different special program which requires transportation assistance after October 15.

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

Adopted: June 2021



## Operational Procedure 562

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### SCHOOL BUS TRANSPORTATION – CURRICULAR AND EXTRA CURRICULAR TRANSPORTATION

1. The Board authorizes curricular and extra curricular transportation using district owned or contract vehicles.
  - a) A per kilometre fee will be established and reviewed annually by the Transportation Department.
  - b) In addition to the per kilometre fee levied, schools using District owned school buses shall be responsible for the driver's wages, food and lodging costs resulting from a bus trip.
  - c) If contracted vehicles are used, there shall be a formal written contract for the transportation required.
  - d) The Principal will name a supervisory teacher to exercise the Board's authority, to assume responsibility for the field trip and ensure supervision of travel. Where athletic trips are considered, this supervisory role may also be carried out by an Extraordinary Volunteer Coach.
  - e) The supervisory teacher shall ensure that the transportation of students is in accordance with the *Student Travel – Field Trips* Operational Procedure 260.
  - f) Passenger and vehicle loading lists, including names and phone numbers, shall be available in the school and a copy with the supervisory teacher and the bus driver.



## SCHOOL BUS ACCIDENT

### Background

In the event of a school bus accident, specific procedures are required. The driver's first responsibility is student safety; the second is to seek assistance.

### Procedures

1. School District 92 Bus Accident
  - 1.1 Bus driver shall call the Principal or Director of Operations. If the driver is incapacitated, the police will contact the Superintendent or designate.
  - 1.2 Driver (and/or police) determines if the bus is in a safe position.
  - 1.3 Driver (and/or police) secures the scene.
  - 1.4 Driver (and/or police) assesses if there may be injuries.
  - 1.5 Driver (and/or police) informs Principal or Director of Operations and it is determined if:
    - 1.5.1 Ambulance/s are to be called.
    - 1.5.2 Police are to be called
    - 1.5.3 rescue bus is required
  - 1.6 Principal or Director of Operations shall make emergency calls if necessary.
  - 1.7 If rescue service is required:
    - 1.7.1 Rescue service will determine which students are to be transported to hospital.
    - 1.7.2 Driver will determine which hospital injured students are being transported to.
    - 1.7.3 Driver will account for remaining students.
      - 1.7.3.1 Driver, in consultation with the principal, shall make arrangements for uninjured students to be transported home.
    - 1.7.4 For serious accidents, District staff are to be informed immediately.
  - 1.8 Principal shall call the Director of Operations and Superintendent with information about accident.
  - 1.9 If students are to be transported to the hospital, the principal shall proceed to the hospital to provide support to families.
  - 1.10 The Director of Operations will act as liaison with the police. The principal will liaise with parents.
  - 1.11 The Superintendent will inform the Board and respond to any media requests. The public shall be informed as appropriate, with due consideration for student privacy.
  - 1.12 The Director of Operations and Principal will agree on who will call parents. Calls will:
    - 1.12.1 Provide information, if possible, about whether or not the student is injured, and which hospital they are being transported to.

- 1.12.2 Provide information, if the child is uninjured, about the alternate transportation arrangements to get the child home.
- 1.13 The Director of Operations will complete and provide a full report to the Secretary Treasurer and Superintendent as soon as possible after the accident.
- 1.14 District staff will debrief/investigate the accident as appropriate.
- 2. The above procedures are to be followed in event of an accident with a contracted school bus with the following adjustments:
  - 2.1 The driver's first point of contact shall be with Dispatch or the owner/operator.
  - 2.2 The Principal and the Director of Operations shall be informed immediately by the dispatcher.

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

Adopted: June 2021



## FLEET MANAGEMENT

### Background

The Operational Procedure establishes procedures for departments and schools for fleet management and applies to all fleet management vehicles.

### Procedures

1. Replacement of Vehicles
  - 1.1 The Director of Operations is responsible for planning the replacement of vehicles for the School District.
  - 1.2 The basic criterion for the useful life of a vehicle is the condition of the vehicle based on a School District mechanic assessment.
  - 1.3 The Director of Operations is responsible for both the purchase of new vehicles and the disposal of old vehicles.
2. Maintenance of Vehicles
  - 2.1 The Director of Operations is responsible to properly maintain and service School District vehicles.
3. Fuel
  - 3.1 Fuel for School District maintenance vehicles is to be purchased at designated locations. Fuel cost is assigned to the maintenance budget.
4. Licensing
  - 4.1 Licensing is coordinated centrally by the Director of Operations.
5. Insurance
  - 5.1 Coordination is provided by the Director of Operations.
  - 5.2 Claims are to be submitted by the Supervisor/Principal the day of an accident if possible, or at the very least the next business day, to the Director of Operations. who in turn will report the accident to the District's insurer. Submission of claims is the responsibility of the Director of Operations.
  - 5.3 Claim deductible is the responsibility of the Supervisor/Principal making the claim.

Reference: Section 20, 22, 23, 65, 85 School Act  
BC Motor Vehicle Act

Adopted June 2021



## USE OF DISTRICT OWNED VEHICLES

### Background

District owned and school owned vehicles are only to be used for the purpose of carrying out District business or approved school activities.

### Procedures

1. Only District employees shall be permitted to operate District owned vehicles unless the Director of Facilities or the Principal gives prior written approval.
2. Passengers are permitted to ride with District employees only if they are conducting District business or participating in an approved school activity.
3. Anyone operating a District vehicle must have a valid license for that type of vehicle as specified by provincial regulations.
4. Traffic laws are to be obeyed at all times and each occupant must wear a seat belt except where otherwise expressly permitted by law (i.e., school bus).
5. Goods being transported are to be properly secured. Transportation of dangerous goods must follow provincial regulations.
6. Vehicles are to be locked at all times whenever they are not in use. Keys are never to be left in the ignition when the vehicle is unattended.
7. Storage of District Vehicles
  - 7.1 All vehicles owned, leased or otherwise assigned to the District shall be kept at a designated garage or other place of storage on District property when not in use by District employees during regular working hours or during authorized overtime or call-out hours.
  - 7.2 The Secretary-Treasurer may authorize that a vehicle be stored elsewhere.

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

Adopted: June 2021 Revised