ADMINISTRATIVE PROCEDURES MANUAL

Delta School District 37

PREFACE

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

There are 5 categories in which administrative procedures are placed in the Manual. The categories are:

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

Procedures placed in the 100 section are those of a general administrative nature or those which have applicability to at least 2 other categories in the Manual. The procedures in 200, 300, and 400 are specific to each of the titles. The Business Administration procedures include finance, facilities, and student transportation matters.

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

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

Please note: The Board Policy Handbook and Administrative Procedures Manual are a compilation of individual policies and procedures. We endeavour to update these on an annual basis.

As a result, the electronic versions of each individual policy or procedure are the most current documents available. To find these, please visit www.deltasd.bc.ca/board/policies-procedures/ and enter the title, or policy or procedure number.

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GENERAL ADMINISTRATION 100

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 fulfils accountability requirements will be developed and implemented.
    - 2.2 The strategic plan shall be kept current to ensure focused, efficient and effective change and improvements.
    - 2.3 Progress reports on the strategic plan will be presented to the Board as deemed necessary.
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 Identify all key stakeholders and rights holders who will actively contribute to the strategic plan by providing input as appropriate.
    - 3.4 Make provision for distribution of the strategic plan and its placement on the District website.

Reference: Sections 7, 8, 22, 65, 75, 79.2, 85 *School Act*
Statement of Education Policy OIC 1280/89

Revised: May 31, 2022

ANNUAL REPORTS

Background

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

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

Procedures

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

Reference: Sections 8, 22, 76.3, 79.2, 79.3, 81, 81.1 *School Act*
Class Size Regulation 245/02

Revised: May 31, 2022

SCHOOL IMPROVEMENT PLANS AND RESULTS REPORTS

Background

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

Procedures

1. All school improvement plans must satisfy the requirements outlined in section 8.3 of the School Act and the Board's criteria for approval of school plans.
2. The Principal must ensure that school improvement plans and results reports are prepared in collaboration with staff, the Parent 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 are to be submitted by the Superintendent to the Board annually.
5. School improvement plans must be made available to the parents of students attending that school and will be posted on the school website.
6. All district agreements and plans, such as the Aboriginal Education Enhancement Agreement and Local Education Agreement, will be updated regularly and reported on. These agreements and any associated reports will be posted on the district website as appropriate.

Reference: Sections 7, 8.3, 20, 22, 76.2, 79.2, 79.3, 81.1 *School Act*
School Regulation 265/89

Revised: May 31, 2022

PARENT ADVISORY COUNCILS

Background

Parent and community involvement is an essential ingredient to effective schools and the District. Parent Advisory Council and/or Indigenous Parent Advisory Council are therefore supported by the District.

Procedures

1. Parents of children at District schools may apply to the District to establish a Parent Advisory Council and/or Indigenous Parent Advisory Council, if one does not already exist.
    1.1 Only one (1) Council is allowed for each school.
    1.2 On receipt of the application, the District will establish the Council.
    1.3 The District will coordinate the Indigenous Parent Advisory Council that will function parallel to school Parent Advisory Councils.
2. Parent Advisory Council and/or Indigenous Parent Advisory Council are the officially recognized voice of parents at the school level, providing an opportunity for parents and guardians to advise on school programs, policies, procedures, plans and activities.
3. The purpose of a Parent Advisory Council and/or Indigenous Parent Advisory Council is to support, encourage and improve the quality of education and well being of students.
4. All parents and guardians of children in the school are voting members of the school Parent Advisory Council and/or Indigenous Parent Advisory Council.
5. The Parent Advisory Council and/or Indigenous Parent Advisory Council will:
    5.1 Meet on a regular basis to consider school issues of interest and concern to parents.
    5.2 Encourage dialogue between school and community.
    5.3 Have the opportunity for input into school-based decisions; including advising the Principal and staff on parents' views on any matter relating to the school- programs, policies, procedures, plans and activities.
    5.4 Have access to information regarding school programs, policies, procedures and operations.
    5.5 Encourage schools to recognize and utilize community talent and resources.
    5.6 Encourage continued parent group and community involvement within each school and from kindergarten to grade 12.
    5.7 Communicate with parents in accessing the system and provide advocacy support for parents and their children.
    5.8 Organize Parent Advisory Council and/or Indigenous Parent Advisory Council activities and events to support the school.
    5.9 Endeavor to build a culturally inclusive Council.
    5.10 Contribute to the effectiveness of the school by promoting the involvement of parents and other community members.
    5.11 Function in accordance with democratic principles.

6. All Parent Advisory Council activities, including managing activities and contracting for services must be sanctioned by the District and must comply with Board policy and administrative procedures.

Reference: Sections 8, 22, 23, 65, 85 *School Act*

Revised May 31, 2022

INSURANCE COVERAGE FOR PARENT ADVISORY COUNCILS

1. Parent Advisory Councils (PACs) have been named as an additional insured party under the Schools Protection Program comprehensive liability coverage. This means that the insurance coverage in place for school districts is in place for PACs.
2. This coverage comes into play when a PAC undertakes activities that are not sponsored by the District. Examples of such activities might include a dance, dry grad, etc. Activities sponsored by the school or District have a more inclusive coverage.
3. The coverage is limited to:
   - 3.1 Members of the PAC, which is defined as parents and guardians; volunteers working on a PAC activity are not covered;
   - 3.2 Activities approved by the PAC and undertaken by the PAC in connection with the school.

     It does not provide coverage if one member of a PAC brings a suit against another member.
4. PACs must file incident reports to the Ministry, the same as schools.
5. The District's insurance premiums will be influenced by the claims experience of the PACs.

What Should Principals Do?

1. Ensure that the school PAC is established as required under Section 8 of the School Act.
2. Advise the PAC of the procedure for reporting incidents (i.e. complete report).
3. Advise the PAC that principals must be advised of events involving children, even if not school sanctioned, and they will review the event to ensure that the District's safety requirements are met.
4. Make the PAC aware of the standard of care the District requires when an activity involves students.
5. If you have questions or concerns, contact the District Office, either the Zone Assistant Superintendent or the Director of Finance and Administration.

Reference: Sections 8, 22, 23, 65, 85 *School Act*

DISTRICT PARENT ADVISORY COUNCIL

Background

A District Parent Advisory Council will enhance communications among the school Parent Advisory Councils, the District, the Superintendent, stakeholders and rights holders groups and the community at large.

The District Indigenous Parent Advisory Council will run in parallel to the District Parent Advisory Council and will work collaboratively with the Chair-person of the District Parent Advisory Council to determine representation and ongoing communication. *we should consider a separate procedure for the District Indigenous Parent Advisory Council.

Procedures

1. The Delta District Parent Advisory Council is an organization of parent volunteers elected from the Parent Advisory Councils of District schools and is the official representative of school Parent Advisory Councils at the District level.
2. The District Parent Advisory Council will:
    - 2.1 Assist individual parents and Parent Advisory Councils in expressing concerns and gaining appropriate access to the education system;
    - 2.2 Promote effective communications amongst Parent Advisory Councils;
    - 2.3 Serve as an advisory council to the Board, District administration and Parent Advisory Councils;
    - 2.4 Encourage the formation and continued operation of Parent Advisory Councils throughout the District;
    - 2.5 Provide resources, other than financial, at the request of any Parent Advisory Council;
    - 2.6 Provide liaison between the B.C. Confederation of Parent Advisory Councils, the Board, District administration, Principals' and Vice-Principals' Association and the Delta Teachers' Association;
    - 2.7 Provide and promote leadership in developing and understanding the rights and responsibilities within the education system.

Reference: Sections 8,8.4, 8.5, 22, 23, 65, 67, 85 *School Act*

POLICY AND PROCEDURES DISSEMINATION

Background

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

Procedures

1. The Superintendent will ensure that the Board Policy Handbook and the Administrative Procedures Manual will be available on the District website so that all trustees, staff members, students, parents and the general public have ready access to all Board Policies and Administrative Procedures.
2. When updates to the Board Policy Handbook and the Administrative Procedures Manual are made, the Superintendent or designate 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 and rights holders as required.
3. It shall be the responsibility of the Principal and District Office supervisors to convey to and interpret policy and administrative procedures to their respective staffs.

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

Revised: May 31, 2022

REVIEW OF ADMINISTRATIVE PROCEDURES

Background

All administrative procedures will be reviewed on a biennial basis, with opportunity for updates to be completed as necessary and as soon as possible. Input from stakeholders and rights holders, will be sought as appropriate, as we believe this engagement leads to effective operations within the school system.

Procedures

1. A review of all administrative procedures will be carried out through the Office of the Superintendent on a biennial basis.
2. Review of a specific administrative procedure may be initiated at any time by a formal request from the Board, a Parent Advisory Council, a school administrator, an employee or a student who is personally affected by that procedure. The request for such a review shall detail the issues and concerns associated with the administrative procedure and, if possible, offer suggestions for revision.
3. The Superintendent shall determine an appropriate process for reviewing a specific administrative procedure when requested to ensure that fair and reasonable consideration is given to the request. 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.
4. Any decisions arising from a review of administrative procedures will be communicated expeditiously to all affected stakeholders and rights holders.

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

Revised: May 31, 2022

SCHOOL CALENDAR

Background

The school calendar is to be developed so as to reflect the educational interests of students, and the organizational and learning needs of District staff. All legal and contractual obligations shall be reflected in the proposed calendar. Effective planning, coordination and public relations require that decisions on the school day and year be made well in advance of implementation. The process for implementation is described in the appendix to this administrative procedure.

Procedures

1. School year schedules in the District shall conform to the School Calendar Regulation published by the Ministry of Education.
2. Where options are available, the calendar shall take into account, to the greatest degree possible, the following factors:
   - 2.1 Maximization and effective use of instructional time;
   - 2.2 Contractual arrangements with staff;
   - 2.3 Administrative requirements and convenience for parents, students and staff;
   - 2.4 Provision of non-instructional days as permitted by legislation for planning and professional development at District and school levels.
3. By May 15 of each year, each Principal shall submit to the Superintendent or designate, the intended school calendar for the following school year, including:
   - 3.1 Hours of operation and "breaks" or recesses;
   - 3.2 Number of minutes of weekly instruction;
   - 3.3 Dates and intended purpose of non-instructional days;
   - 3.4 Dates and times of early dismissals for parent-teacher conferences.
4. The calendar and schedule at each school must meet requirements of provincial legislation, union contracts and Board policy. Included are the following provisions:
   - 4.1 Days of instruction are as provided in the "Local School Calendar" established by the District and located on the District website.
   - 4.2 Hours of instruction exclusive of breaks and recesses:
     - 4.2.1 Grades K – 7: 4.88 hours/day
     - 4.2.2 Grades 8 – 12: 5.30 hours/day
   - 4.3 Opening Day of each school year – students are to attend as follows:
     - 4.3.1 Elementary: 9:00 a.m. – 12:00 noon.
     - 4.3.2 Secondary: By local arrangement; students attend no more than three (3) hours unless required for scheduling.

4.3.3 Kindergarten: Hours may be altered to provide a gradual entry during the first six (6) days, within the following limitations:

4.3.3.1 Day 1: Students attend at least forty-five (45) minutes.

4.3.3.2 Day 2 to 4: At least one-third (1/3) of students attend each day for not less than sixty (60) minutes.

4.3.3.3 Day 5 and 6: At least half (1/2) of the students attend each day for not less than ninety (90) minutes.

4.4 Non-Instructional Days

4.4.1 Of the six (6) allowable days, six (6) shall be common days throughout the District. Schools may alter one (1) of the six (6) days, as designated by the District.

4.4.2 The primary purpose of non-instructional days shall be for staff and program development, in accordance with the School Act.

5. Parent-Teacher Conferences

5.1 Four (4) days per year shall be shortened by one (1) hour. Two (2) afternoons will be for parent teacher conferences and two (2) afternoons for non-instructional sessions to allow for assessment/evaluation and/or the designing of education programs. Shortened hours cannot be combined with half-day non-instructional days.

6. By May 31, parents shall be advised of the school calendar for the following year, including intended dates for non-instructional days and early dismissals. Details of topics for non-instructional days, etc., need not be provided.

7. Significant variation from the standard operating hours must be approved by the Superintendent following the consultative process outlined in the appendix to this administrative procedure.

Reference: Sections 8, 22, 65, 77, 78, 78.1, 85, 175 *School Act*
School Calendar Regulation 114/02
Designation of Purpose for Non-Instructional Days Order M122/93

Revised: March 2020
August 2021
June 2024

EMERGENCY SCHOOL CLOSING

Background

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

Schools provide an important public service to the community. Any closure has a significant impact on students, staff and parents. The District will endeavour to keep schools open and in session on all prescribed school days provided that the safety of our students and staff can be ensured. Each occurrence of inclement weather or of a hazardous situation (power outage, disruption of water/sewer services etc.) will be assessed and the appropriate actions taken to provide the safest conditions for students and staff. Students, employees and parents are expected to make personal decisions about their safety in severe weather conditions (for employee leave of absence terms, please refer to the applicable Collective Agreement).

Procedures

1. The Superintendent or designate, is authorized to close a school, delay the opening time of a school, or dismiss a school early where weather or other conditions might endanger the health or safety of students. The decision will be made in consultation with:
    1.1 The Director of Facilities and Planning regarding site and road conditions;
    1.2 The Director of Finance and Management Services regarding status of school bus operation; and
    1.3 Assistant Superintendents and other sources (i.e. metro District Superintendents) as applicable.
2. To the greatest extent possible, appropriate arrangements shall be made for advising parents and ensuring the safety of dismissed students.
3. Trustees shall be advised of significant emergency closings or dismissals as soon as practicable.
4. It is understood that some students travel to school in ways that may not be possible or safe on an extreme weather day. Therefore, no student will be penalized for lack of attendance under such conditions.
5. Emergent Conditions Which Occur During the School Day
    5.1 The Principal will contact the Superintendent or Assistant Superintendent should an emergent condition develop during the school day and the Principal is concerned about the health or safety of students and staff.
    5.2 With the approval of the Superintendent or Assistant Superintendent, the Principal may close the school early in the above circumstance.
    5.3 The Principal is responsible for ensuring students are not released early from the school's supervision unless reasonable and age-appropriate provisions are made for their safe return home.
6. Emergent Conditions Which Develop Overnight
    6.1 Should emergent conditions develop overnight, the Superintendent or designate may decide to close a school or delay its opening, or close all schools or delay their opening, after consultation with District staff and appropriate authorities.

6.2 Staff, students and parents are to assume that schools will be open. Should it become necessary to close schools or delay openings, that decision will be made as early as possible and no later than 7 a.m. on that day.

6.3 District-wide school closings or delayed openings will be posted on the District website and social media channels, and an announcement made via the following media outlets:

Radio Stations	**TV Stations**
C.B.C. AM 690, 88.1FM	CTV B.C.
CKNW AM 980	C.B.C.
News AM 1130	City TV
Fairchild AM 1470	Global B.C.

6.4 Once announced, decisions will not be changed except by the Superintendent or designate.

6.5 All elementary students and secondary students with designations, who arrive at a closed school without parents/guardians are to be taken into the school as they arrive and are to be supervised until arrangements have been made with parents/guardians for the students' return home. Secondary students and/or students accompanied by parents/guardians are to return home.

7. Communication of School Closure or Delay In Opening

7.1 Should the Communications Director be unavailable, the following personnel are the designated back-ups (in order of call-out):

7.1.1 Office Technology Coordinator

7.1.2 Manager of Information Technology Services

7.2 In the fall of each year, the Communications Director will contact media outlets to ensure procedures are in place for the notification of valid school closings/delays in opening. Also, if possible, procedures shall be established to ensure that false reports of school closings are caught before they are reported in the media.

7.3 Communication with the media (television and radio) regarding emergency school closing, cancellation of buses, delayed openings, cancellation of Continuing Education classes or to advise that schools are open, will be made by the Communications Director.

7.4 The Zone Superintendents or designates will initiate the Emergency Phone Fan-out.

7.4.1 The fan out list will be updated in October each year by the Administrative Assistants to the Assistant Superintendents. The list will include both home and cell phone numbers.

7.5 The Superintendent or designate will arrange for the notice to be:

7.5.1 Posted on the District website and social media channels;

7.5.2 Issued via e-mail message to management staff and trustees; and

7.5.3 Posted on the district's intranet site

7.6 Where the potential for emergency school closing is identified the previous day, the Superintendent or designate will contact the Communications Director who will:

7.6.1 Have a notice posted on the website and social media channels advising:

7.6.1.1 That a decision will be made by approximately 7 a.m. the next morning; and

7.6.1.2 That the decision will be posted on the website and social media channels, and reported by media outlets (radio and television stations)

7.7 The Director of Continuing Education will contact the Superintendent or designate for a decision regarding operation of evening/weekend classes. The Director of Continuing Education will contact:

7.7.1 The Communications Director to have a notice posted on the website and social media channels advising of the status of evening/weekend classes, and advise the Receptionist at the District Office;

7.7.2 Principals with evening/weekend classes to advise of the status of evening/weekend classes (in the event of power outages, contact will need to be by means other than e-mail); and

7.7.3 The Manager of Facility Services to confirm or cancel arrangements made for building access and/or custodial services.

7.8 Return to Regular Operations

7.8.1 Once the Superintendent or designate lifts the emergency school closing, the Communications Director will remove the notice on the website and post updated messaging on the district's social media channels.

8. Busing

8.1 Buses for students with designations will attempt to operate on their normal schedule during extreme weather days.

8.2 Significant changes to the regular bus schedule as a result of weather conditions will be reported on the District's website and social media channels.

8.3 Should the condition of side streets require a change to the operation of school buses for students with designations or any cancellation of service, media outlets will be notified and affected families will be informed by the bus operator.

9. Expectations of Staff

9.1 At a minimum, this administrative procedure will be reviewed by the Principal at the first staff meeting each school year.

9.2 Supervisors at District work sites such as the District Office, Delta Manor Education Centre and Maintenance Office will review the procedures at least once per school year by the end of October.

9.3 All employees are expected to report for and/or remain at work during a temporary emergency closing unless otherwise instructed.

9.4 If the workplace is deemed unsafe or unhealthy, the Superintendent or designate may close the facility and reassign employees to an alternate location.

9.5 If the school remains closed the following day, District officials will develop a plan to address the problem.

In the event of a District designated weather-related closure, the following protocols will apply:

Teaching Staff

- Teaching staff are not required to report to work and their pay will not be impacted.
- Teaching staff will be expected to work remotely.

Support Staff

- Support staff, with the exception of those noted as Essential Services staff (see below) are not required to report to work and their pay will not be impacted.
- Support staff not required to report to work are expected to work remotely if possible.

Principals and Vice-Principals

- As members of the management team, principals and vice-principals are expected to attempt to report to work in order to provide supervision at their school sites should students arrive and require supervision.
- Principals and vice-principals must notify their direct supervisor when they arrive at their school site or if they are not able to report to their school site.
- Principals and vice-principals may be asked to report to alternate school sites should the need arise.

Exempt Staff

- As members of the management team, exempt staff are expected to attempt to report to work.
- Exempt staff must notify their direct supervisor when they have arrived at their site or if they are not able to report to their work site.
- Exempt staff may be asked to report to an alternate work site should the need arise.

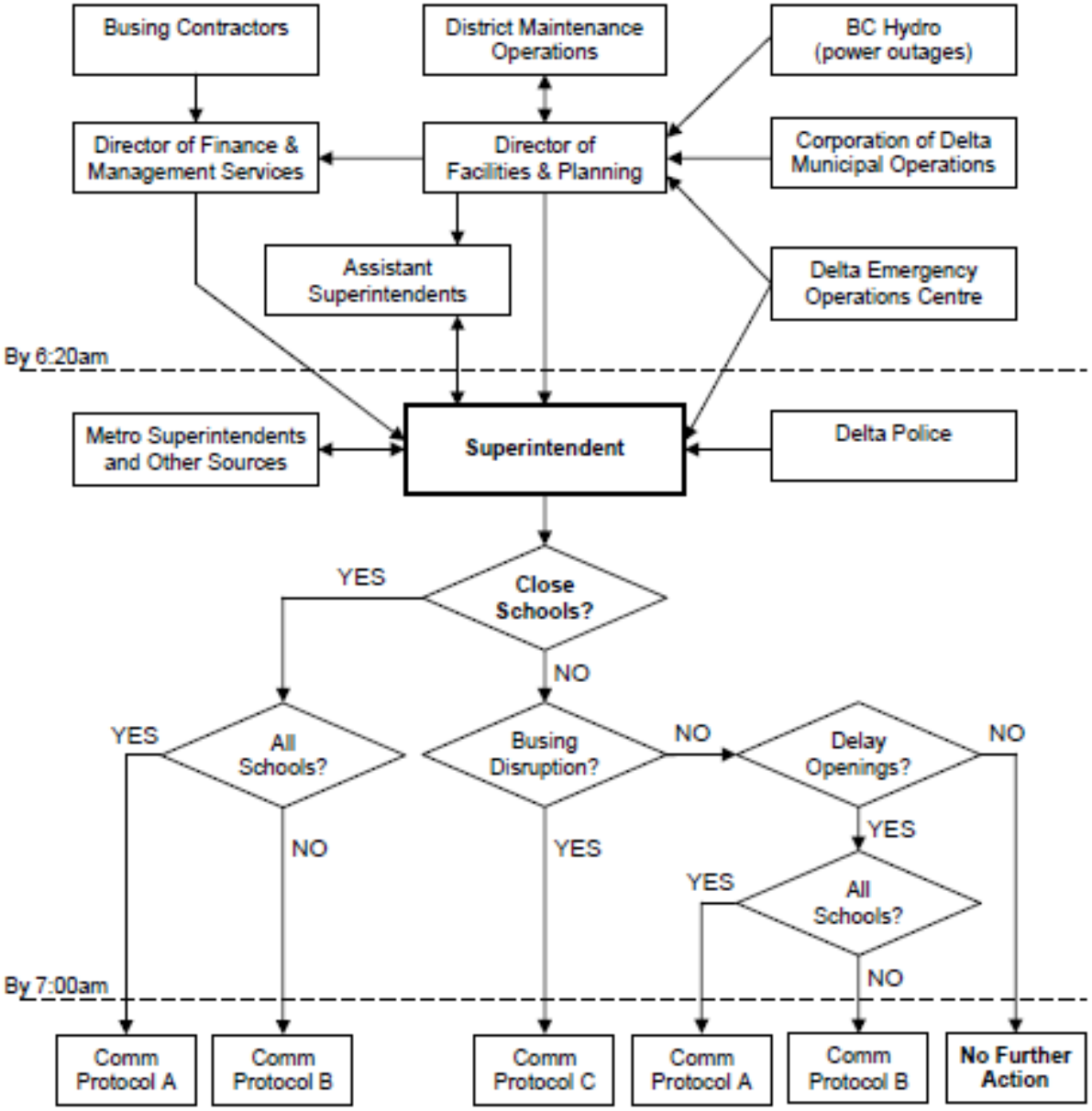
Essential Services Staff

- The following staff have been designated as essential services and are required to report to work in order to ensure the safe and orderly operation of the school district:
    - All maintenance staff
    - Custodians
    - School sites clerical staff

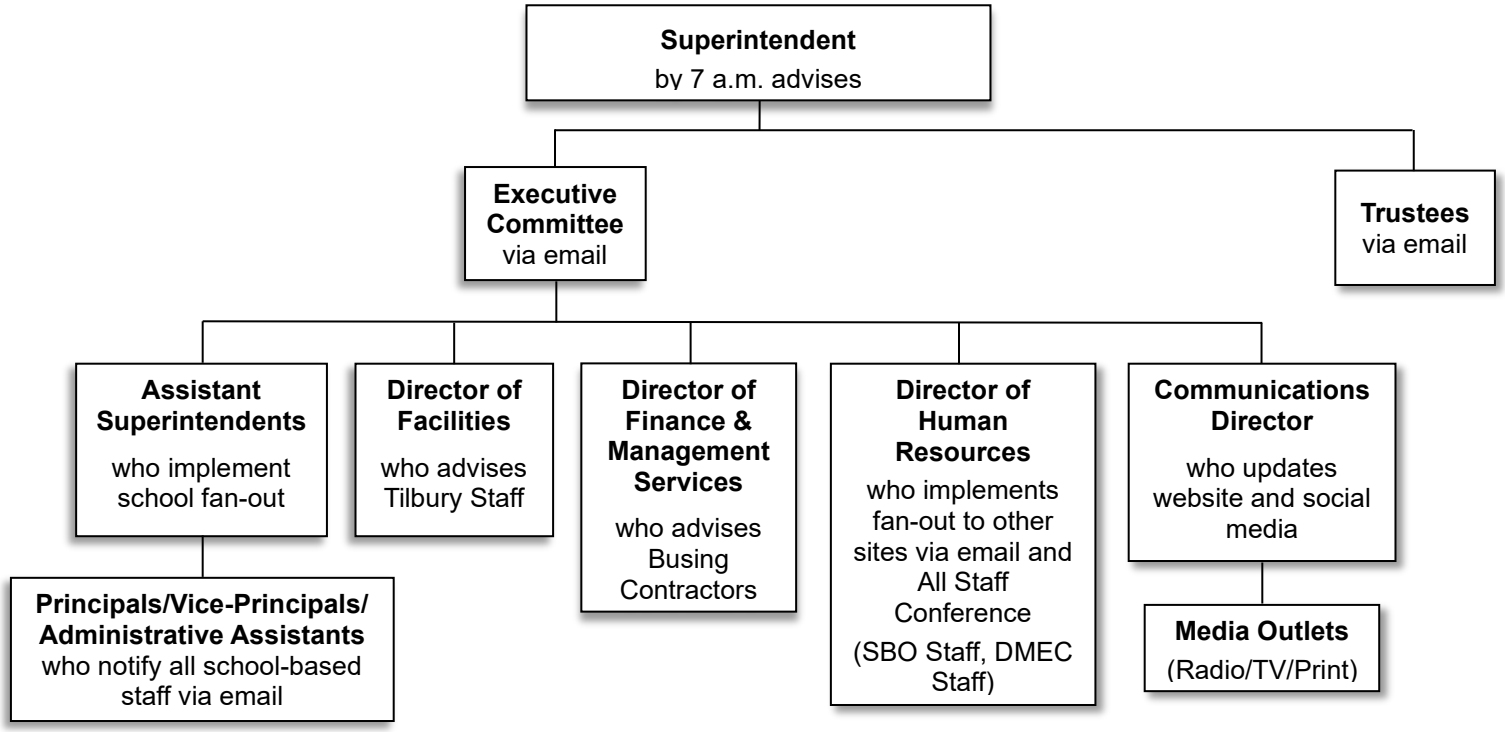
Reference: Section 20, 22, 65, 73, 85, 90 *School Act*
School Regulation 265/89

DECISION MATRICES FOR SCHOOL CLOSING

1. Emergent Conditions Overnight



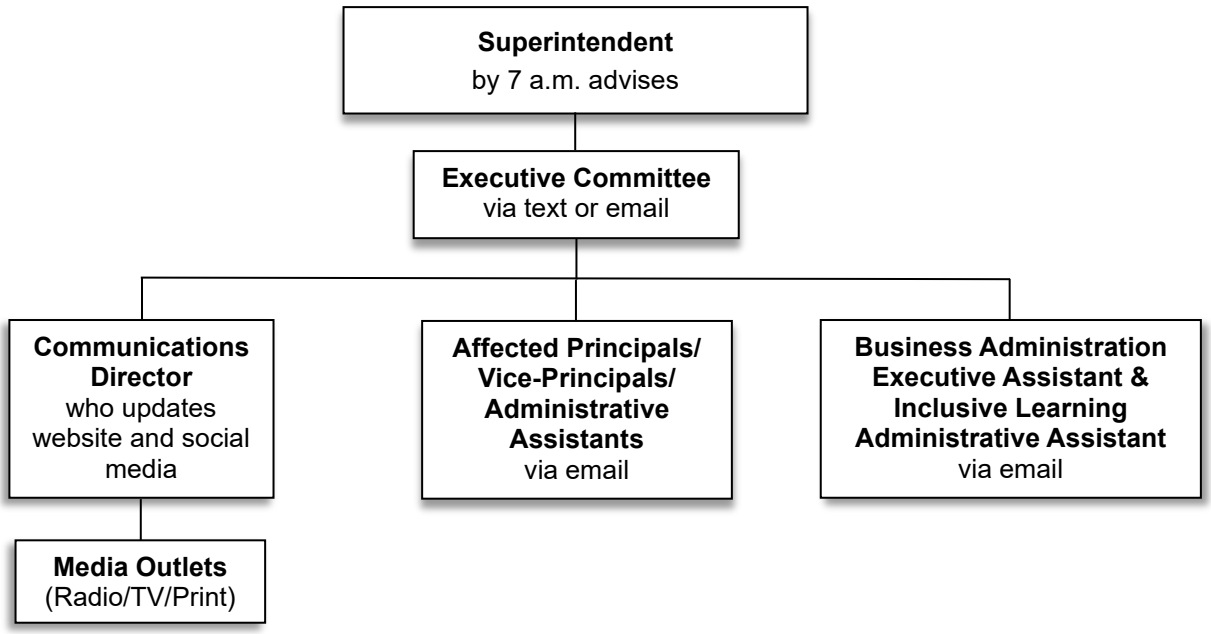
Communication Protocol A – District School Closing/Delayed Opening



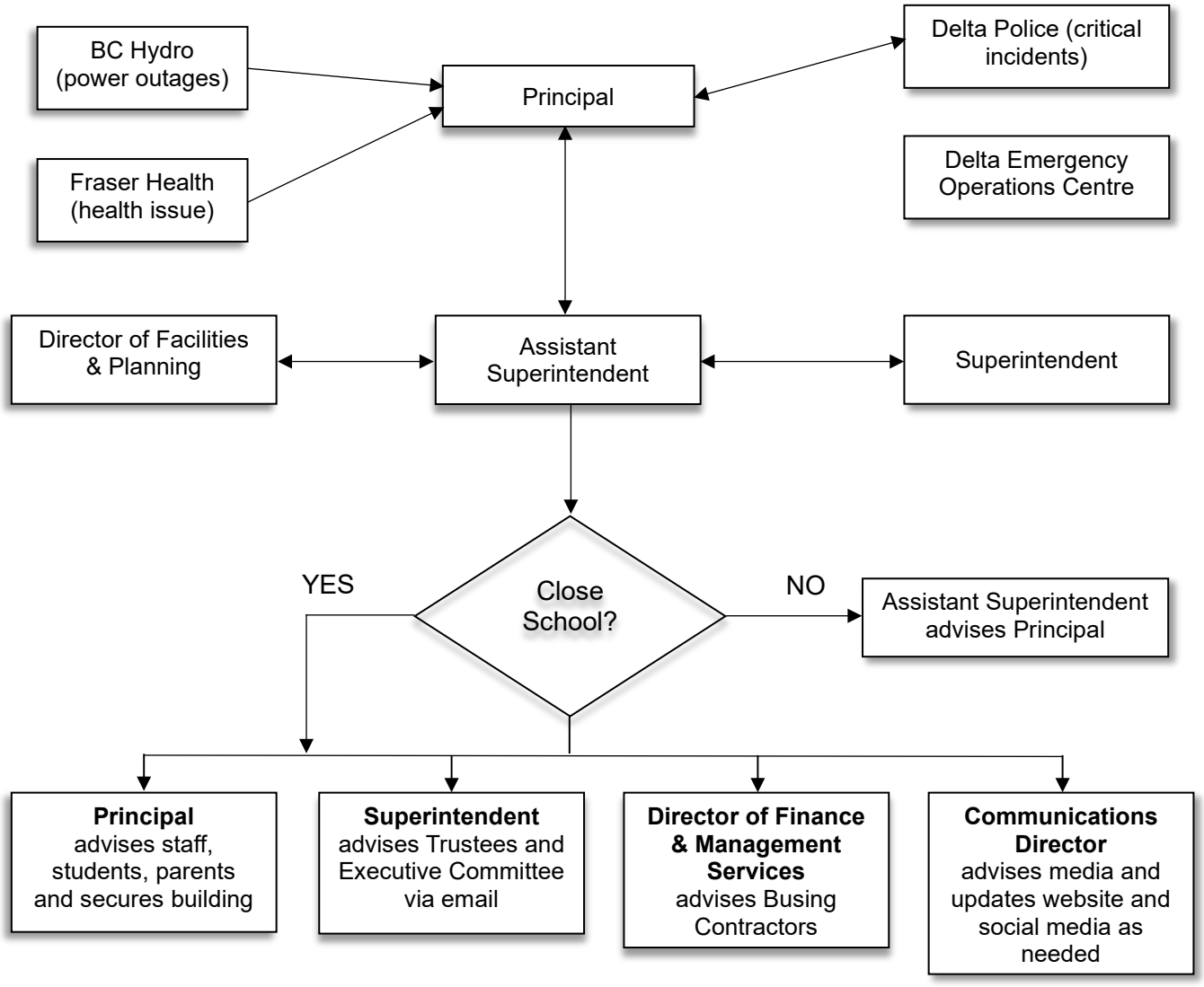
Communication Protocol B – Individual School Closing/Delayed Opening

Same as Protocol A, except only specific schools are identified in communications and Assistant Superintendents only contact affected Principals.

Communication Protocol C – Limited Bus Service



2. Emergent Conditions During the School Day



The Principal is also responsible for ensuring students are not released early from the school's supervision unless reasonable and age-appropriate provisions are made for their safe return home

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

INFORMATION SYSTEMS ACCEPTABLE USE

Background

The District offers access to a variety of information systems for staff, student and limited guest use. These systems include, but are not limited to, District computers or computers connected to District systems, software, networks and wireless networks, electronic and fiber optic systems, email and voice mail, data, and access to the Internet. Computers and information systems in schools are owned by the District. These information systems are intended for educational and/or research purposes and for conducting valid District business.

These information systems have been established to support student learning and student achievement. The intention of these systems is to:

- Support and enhance the delivery of educational services to students;
- Provide new forms of information tools to improve the efficiency and effectiveness of the business of education;
- Provide options for students to receive educational services to meet their learning styles, access requirements, and program needs;
- Enhance opportunities for staff to participate in professional development activities; and
- Communicate with partner groups and the community.

Definitions

For the purposes of this administrative procedure:

A "*system administrator*" is a person designated by the District to manage an information system and/or a member of the Electronic and Computer Services group.

The term "*authorized*" means approved by a District system administrator.

Procedures

1. Access to information systems, including Internet resources is a privilege, not a right.
2. Access is available only so long as the user complies with Board policies, administrative procedures and local, provincial and federal laws.
3. Users will conduct themselves in a courteous, ethical, and responsible manner while using these systems. All Board policies and administrative procedures, including those on harassment, equity, and proper conduct of employees and students apply to the use of information systems.
4. Inappropriate or prohibited use may lead to suspension or termination of user privileges, legal prosecution or disciplinary action appropriate under any applicable laws, policies, regulations, collective agreements or contracts.
5. Student Access to Information Systems
    - 5.1 All students may have access to District information systems through their classroom, library, or school computer lab where such access exists or from home.
        - 5.1.1 If parents do not want their child to have access to the district Network or Internet, they must inform the child's school in writing each year.

5.2 The purpose of student access to the information systems is student learning and education, including, but not limited to:

5.2.1 Training in the use of computer systems;

5.2.2 Accessing a wide range of materials with educational value to the student; and

5.2.3 Communicating with others around the District and the world to enhance the student's education.

5.3 Students may be given different levels of information systems access appropriate to their educational needs.

5.4 Authorization for District email access may be granted to a student, only when the student agrees to be bound by this administrative procedure and any rules and regulations respecting use of the system that are made by the District from time to time.

5.5 There is a wide range of material available on the Internet, some of which is offensive and in conflict with the values of some students, parents or guardians.

5.5.1 Parents/guardians are advised to caution their children regarding material that they think would be inappropriate for their children to access.

5.5.2 The District fully expects that students will follow their parents/guardians' instructions in this matter.

5.6 The District does not filter Internet content but adheres to the Provincial Learning Network filtering protocols (http://www.bced.gov.bc.ca/plnet/o_pln_filtering.htm). The District does take reasonable steps to screen or limit access to offensive/inappropriate material while preserving the educational value of the system. However, the dynamic nature of online information services makes total regulation and control impossible. Students must be aware that:

5.6.1 Activities on information systems are not private, and may be monitored or reviewed at any time. Nothing is to be done on an information system that the student does not want other students, school staff, or the District staff to see.

5.6.2 It is rare but possible to accidentally access inappropriate materials. Students are to immediately report such events to District staff and then return to appropriate materials.

5.7 Students must accept responsibility for learning, and using, the systems appropriately for educational or research purposes. Failure by a student to comply with this administrative procedure, and any rules and regulations regarding use of the electronic system may result in suspension or revocation of access privileges and disciplinary action.

6. Staff Access to Information Systems

6.1 Staff are encouraged to use the electronic system in the conduct of their work, and to find innovative and effective ways to enhance education and District business.

6.2 Staff may use the information systems during breaks and before and after normal business hours for personal communications, research, and education purposes that do not interfere with District educational and business use.

6.2.1 Such access must be appropriate and legal and is subject to all parts of this administrative procedure.

6.2.2 Personal use is understood to be at a lower priority than educational or District business use, and subject to interruption without notice.

6.3 Staff are required to comply with this administrative procedure and any rules and regulations regarding use of the electronic system that are made by the District. Failure to do so may result in suspension or revocation of access privileges and disciplinary action subject to the collective agreements.

6.4 Any staff using a District information system, including email, network access and/or Internet access, must agree to abide by this administrative procedure and complete an Acceptable Use Agreement form (Form 140-1) prior to use.

7. Guest Access to Information Systems

7.1 Guest access to District information systems may be extended to trustees, parent members of Parent Advisory Councils, members of other school districts, or other members of the education community.

7.2 Guests are required to comply with this administrative procedure and any rules, procedures, and regulations regarding use of the electronic system that are made by the District. Failure to do so may result in suspension or revocation of access privileges.

7.3 Any guest using a District information system, including email, network access and/or Internet access, must agree to abide by this administrative procedure and complete an Acceptable Use Agreement form (Form 140-1) prior to use.

8. Privacy and Confidentiality

8.1 Use of district information systems including the Internet, by any individual, may be monitored or reviewed by District system administrator(s) and/or Provincial Learning Network system administrators without prior notice

8.2 The contents of computer hard drives and other storage devices owned, operated or maintained by the District may be accessed by the system administrator(s) without prior notice.

8.3 The system administrator(s) may block messages or remove files that are unacceptable and/or in violation of Board policies or administrative procedures.

8.4 The system administrator(s) will not intentionally inspect the contents of users' email, or disclose the contents to anyone other than the sender, or intended recipient, without the consent of the sender or intended recipient, unless required to do so by law or the policies of the District, or to investigate complaints regarding electronic files which are alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material.

8.4.1 The District will cooperate fully with any participating District, local, provincial, or federal officials in any investigation concerning or relating to any electronic files transmitted on District information systems.

8.5 In cases where files have been accessed efforts will be made to inform users within a reasonable time period of any action that is taken.

8.6 Parents/guardians have the right at any time to request to see the contents of their child's District email files where legally applicable.

9. System Administration

9.1 While circumstances might dictate that a system administrator must investigate or remove files or hardware from a computer or network without prior notice, effort will be made to inform users within a reasonable time period of any action that is taken.

9.2 The District may set quotas for disk usage on any of the District information systems.

9.2.1 Users who exceed their quota will be advised to delete files to return to compliance.

9.2.2 Users may request that their disk quota be temporarily increased by submitting a request to the system administrator stating the need for the quota increase.

9.2.3 After fourteen (14) days notice, the system administrator may remove any excess files.

9.3 The system administrator(s) may set filters for viruses, SPAM, inappropriate content in email, email attachments and files. Such material may be deleted from the systems by the system administrator(s) without prior notification.

9.4 The system administrator(s) may block ports on the District firewalls and routers that will prevent certain Internet services from being accessed from District computers. These services would be those deemed to be of little or no educational value and/or those that may compromise network performance or security and/or are illegal.

9.4.1 Users may request by letter or email that the system administrator(s) unblock a port.

9.4.2 The request must include the educational reasons for the required access and the duration of the access.

9.5 The system administrator(s) may delete, remove or uninstall any software that is unlicensed or illegal or compromises system or network performance or security without prior notification.

9.6 The system administrator(s) may remove any electronic device that compromises system or network performance or security from that network system without prior notification.

9.7 The system administrator may suspend or terminate a user's access to, and use of, any District information system upon breach of the Board policies and administrative procedures.

9.8 Prior to suspension or termination, or as soon after as is practicable, the system administrator will inform the relevant Principal or department manager, who in turn will inform the user of the suspected breach and give the user an opportunity to present an explanation before deciding on a course of action that is in keeping with Board policies and administrative procedures.

9.9 Any server-based or Wi-Fi information system must be registered with the Electronic and Computer Services Department. This will allow for the proper configuration on the network system and monitoring of resource utilization.

10. Personal Safety of Students

10.1 District staff will not post student personal contact information without the consent of the student's parent/guardian or of the student if of legal age. This includes a student's address, telephone number, school address, work address, or any information that clearly identifies an individual student.

10.1.1 Students' first names and initials may be used in school on-line newsletters.

10.2 Students and parents need to be aware of certain dangers about Internet use in general. A good site for parents to find out more information is: http://www.bewebaware.ca

10.3 Students are not to post personal contact information about themselves or other people. Personal contact information includes their address, telephone, school address, work address, etc.

10.4 Students are not to agree to meet with a contact they have only met online.

10.5 Students and parents need to be aware that harassment and bullying occurs on the Internet and that students are to report any incidents to their parents.

10.5.1 Parents are to report such activity to the appropriate authorities.

10.6 Students will promptly disclose to their teacher or other District employees any messages users receive at school that are inappropriate or make them feel uncomfortable.

11. Illegal Activities

11.1 Users will not attempt to gain unauthorized access to any District computer system or to any other computer system through the District or go beyond their authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing".

11.2 Users will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.

11.3 Users will not use the access provided to engage in any other illegal act, such as, but not limited to, arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, or threatening the safety of a person.

11.4 If students mistakenly commit an act that might be considered illegal, they are to immediately tell their teacher or other District employee; or disclose this access in the manner specified by the school. If staff mistakenly commit an act that might be considered illegal, they are to immediately tell their supervisor or disclose this access in the manner specified by the school. This may protect them against a claim that they have intentionally violated this administrative procedure.

12. Security

12.1 Users are responsible for their access to information systems and are to take all reasonable precautions to prevent others from being able to use it. For example, users are not to write any password on a post-it note and leaving it in view or save a password in a password list.

12.2 Under no conditions are users to provide their password to another person other than a system administrator.

12.3 Users must log off their workstations when not in use to avoid unauthorized access.

12.4 Users will immediately notify a teacher or the system administrator if they have identified a possible security problem. However, they are not to go looking for security problems, as this may be construed as an illegal attempt to gain access.

12.5 Users will not make use of anti-security programs such as, but not limited to, keyboard loggers, password crackers, or unauthorized remote access software.

12.6 If student users mistakenly breach security or find a virus, they are to immediately tell their teacher or another District employee or disclose this access in the manner specified by the school. If staff users mistakenly breach security or find a virus, they are to immediately tell their supervisor or disclose this access in the manner specified by the school. This may protect them against a claim that they have intentionally violated this administrative procedure.

13. Inappropriate Language and Behaviour

13.1 Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.

13.2 Users will not use language or imagery which is obscene, profane, lewd, vulgar, rude, racist, inflammatory, threatening or disrespectful.

13.3 Users will not post information that could cause damage or pose a danger of disruption to the District.

13.4 Users will not engage in personal attacks, including but not limited to prejudicial or discriminatory statements.

13.5 Users will not harass other persons. Please refer to the District Code of Conduct (Administrative Procedure 350 – Appendix A).

13.6 Users will not knowingly or recklessly post false or defamatory information about a person or organization.

13.7 If student users mistakenly post information that might be considered inappropriate, they are to immediately tell their teacher or other District employee. If staff mistakenly post information that might be considered inappropriate, they are to immediately tell their supervisor or system administrator. This may protect them against a claim that they have intentionally violated this administrative procedure.

14. Respecting Privacy

14.1 Users will not repost, copy, forward, or otherwise distribute a message that was sent to them marked “private” or identified in the content as “confidential”, without permission of the person who sent them the message.

14.2 Users will not post, copy, forward, or otherwise distribute private information about another person.

14.3 Users will not repost, copy, forward, or otherwise distribute any information from a District confidential database, including, but not limited to, student, (example: Individual Education Plans), financial, payroll, or personnel, to unauthorized persons.

15. Respecting Resource Limits

15.1 The primary use of District information systems is for educational, career and professional development and the business activities related to operation of the

District. Reasonable limits may be imposed in order to safeguard the efficient operation of the system and to respect the rights of all users.

15.2 Limited personal use of District resources, subject to all of the foregoing regulations, will be permitted providing that there are system resources available. Users may be required, from time to time, to refrain from personal use of resources due to educational and/or operational needs.

15.3 Users will not download large files unless absolutely necessary. If necessary, they will download the file at a time when the system is not being heavily used such as after class or business hours and immediately remove the file from the system computer to removable media. Users may be asked to terminate a large download if such activity impairs the efficient operation of the system or an educational activity.

15.4 Users will not post chain letters.

15.5 Users will not download, install and/or use any unauthorized peer-to-peer file sharing software.

15.6 Users will not download, install and/or use any unauthorized gaming software.

15.7 Users will check their email frequently, delete unwanted messages promptly, and stay within their account quota as assigned by their system administrator.

15.8 To safeguard the resources of a network system the system administrator may set a disk quota that users will have to adhere to.

16. Plagiarism and Copyright Infringement

16.1 Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as their own.

16.2 Users will respect the rights of copyright owners. Copyright infringement occurs when users inappropriately reproduce a work that is protected by a copyright.

16.2.1 If a work contains language that specifies appropriate use of that work, users are to follow the expressed requirements.

16.2.2 1f it is not clear whether or not a work can be used, users are to request permission from the copyright owner.

16.2.3 If copyright cannot be explicitly determined, users are to presume that it exists.

16.2.4 If materials and resources are developed in collaboration or by a First Nation, the materials and intellectual property therein remains the property of the First Nation.

16.3 Users are to refer to Administrative Procedure 190 – Copyright for additional information.

17. Inappropriate Access to Material

17.1 Users will not deliberately access material that:

17.1.1 Is profane or obscene such as, but not limited to, pornography;

17.1.2 Advocates illegal acts; or

17.1.3 Advocates violence or discrimination towards other people such as, but not limited to, hate literature.

17.2 If student users mistakenly access inappropriate information, they are to immediately inform their teacher or other District employee. If staff users mistakenly access inappropriate information, they are to immediately tell their supervisor. This may protect them against a claim that they have intentionally violated this administrative procedure.

18. Software Installation

18.1 Users will install software on a classroom computer or computer system assigned for their use only where they are permitted to do so. Such software must be legally licensed.

18.2 Users will not install software that they have purchased for home use on a District system, unless they remove the software from their home computer and donate the license, media and documentation to the District

18.3 Users will not install software that does not have a legal license on a District system.

18.4 Users will not utilize district licensed software on personal owned systems. The exception is Microsoft Home Use Program while employed. There are terms and conditions and a cost with this application – please reference the most up to date guidelines from Microsoft.

19. Violations

19.1 In the event there is a violation of this Administrative Procedure the matter will be resolved in a manner consistent with Canadian law, Board policies, this administrative procedure and school-based policy.

20. Personal Responsibility

20.1 A user is liable for the costs of any damage that s/he may maliciously inflict on any District computer system. That damage may include physical damage or electronic damage to system files or data or the files or data of another person using the system.

20.2 The user may be liable for the costs of repairing any physical damage or the cost of any technical services required to repair a loss of system functions or data.

21. Limitation of Liability

21.1 The District makes no guarantee that the functions or the services provided by or through the District information systems will be error-free or without defect.

21.2 The District will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions to service.

21.3 The District is not responsible for the accuracy or quality of the information obtained through or stored on the system.

21.4 The District will not be responsible for financial obligations arising through the unauthorized use of the system.

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

Revised: May 31, 2022

PORTABLE TECHNOLOGY SECURITY

Background

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

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

Procedures

1. All password protection mechanisms available on portable technology must be activated and utilized consistently and to the greatest extent possible. Industry standards/methods are to be deployed in the selection of appropriate passwords.
2. All files containing sensitive or confidential information that are stored on portable technology must be encrypted.
3. Any information that is no longer required on portable technology is to be transferred immediately to more secure electronic storage.
4. All security measures adopted for other technology use within the District apply to portable technology.

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

Revised October 2016

USE OF PERSONAL DIGITAL DEVICE (PDD)

Background

Embracing emerging technologies through informed usage can enhance student learning. Conversely, the lack of oversight regarding these devices might jeopardize personal safety, disrupt the flow of instruction, infringe upon privacy, and threaten the integrity of instructional time. Acknowledging the need for limitations on personal digital devices, we also recognize our duty to teach digital literacy and promote online safety. Digital literacy is an essential competency in the modern, tech-centric world. Our goal is to cultivate students who are conscientious, well-informed, and principled in their digital interactions. By weaving technology into our teaching and offering chances to use it, we are preparing our students with the necessary skills for productivity, innovation, critical analysis, and teamwork. In addition, research has shown that creating appropriate structures around the use of personal digital devices positively impacts students' mental health and ability to focus on learning.

Definition

Personal Digital Device (PDD): Refers to any personal electronic device that can be used to communicate or to access the internet, such as cell phones, tablets, smart watches, gaming devices, and electronic toys, and includes the use of earbuds and headphones.

Procedures

1. Elementary Schools: PDDs are not to be accessed at any time during the school day including instructional time, recess and lunch. Given that elementary students are continuously supervised, the school will communicate with parents should any urgent situations occur.
2. Secondary Schools: PDDs are not permitted during instructional time except when explicitly required by the teacher for educational purposes. Such exceptions may be granted when these devices directly support specific curricular objectives and are integrated into the instructional planning. The school will communicate with parents should any urgent situations occur.
3. PDDs must be securely stored in a designated area, separate from the owner, to help reduce distractions and ensure an environment conducive to learning. Individual schools will determine storage and access to PDDs.
4. PDDs are not to be used in settings such as change rooms, washrooms, private counseling rooms, that have the potential to violate a person's reasonable expectation of privacy.
5. Students with disabilities or unique learning abilities may utilize PDDs as part of their designated support plans or Individual Education Plans (IEPs). This encompasses employing assistive technologies on such devices within the school environment to enhance students' access, communication, and self-reliance.

6. Students with health-related requirements may utilize PDDs as determined by medical professionals as outlined in their support plans and IEPs.

7. Restrictions on PDDs will not unfairly affect certain students. As an example, we will provide access to computers or phones for students lacking internet at home, enabling them to use school resources to complete their assignments.

8. Students may be given instructions to access their PDDs during emergency situations.

9. PDDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The district assumes no responsibility for the safety, security, loss, repair or replacement of PDDs.

    9.1 PDDs which are taken temporarily from students by teachers or administrators must be securely stored.

10. Non-compliance with the Personal Digital Device Procedure 145 will initiate a process of progressive discipline as detailed in Procedure 350 - Student Conduct and Discipline

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

Revised: June 18, 2024

SOCIAL MEDIA

Background

Part of learning is adapting to the changing methods of communication. Engaging in digital environments can promote learning, teaching and collaboration for students, staff and parents. The very nature of social media introduces potential lack of personal control of content and dissemination of content. Due care and attention is required to safeguard privacy.

Definition

Social media includes web-based and mobile technologies that turn communication into interactive dialogue. Some examples include but are not limited to: personal websites, microblogs, blogs, wikis, podcasts, digital images and video and other social media technologies.

Procedures

1. Personal Responsibility
    - 1.1 All users are personally responsible for the content/information they publish on-line.
    - 1.2 On-line behaviour shall reflect the same standards of honesty, respect and consideration used when meeting face to face.
    - 1.3 Posted information must identify that the information is representative of the poster's personal views and opinions and not necessarily the views and opinions of the District.
    - 1.4 Photographs relating to alcohol, tobacco or drug use may be deemed inappropriate.
    - 1.5 Social media is an extension of the classroom. What is inappropriate in the classroom is also deemed inappropriate on-line.
    - 1.6 Employees are to ensure that posted content is consistent with the work performed for the District. Employees are to act on the assumption that all postings are in the public domain.
    - 1.7 Posting of confidential student information is prohibited.
    - 1.8 Employees are responsible for moderating all content published on all social media technologies related to classroom work.
    - 1.9 Employees shall refrain from posting any comment that could be deemed unprofessional.
2. Copyright and Fair Use
    - 2.1 All users must respect federal copyright and fair use guidelines.
    - 2.2 Hyperlink content must be appropriate and educationally beneficial or adhere to Administrative Procedure 153 – Advertising, Canvassing and Commercial Solicitation.
    - 2.3 External hyperlinks must be identified. Plagiarism is an academic offence.

3. Profiles and Identity

   3.1 No identifying information about students is to be posted; for example, last names, addresses or phone numbers are not to appear on social media sites.

   3.2 Where social media is managed by teachers, they are responsible for monitoring for content that may identify students.

   3.3 Pictures and images are to be appropriate; for example, use of alcohol, tobacco or drugs are not appropriate.

4. Social Bookmarking

   4.1 Sites that are bookmarked are in the public domain. The content of the bookmarked site is to be within the bounds of professional discretion.

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

COMMUNITY RELATIONS

Background

Effective communications with the public is a significant element of effective District operation. To this end, appropriate avenues of communications shall be utilized and encouraged.

Procedures

1. An effective communications program is to include at least the following elements:
    - 1.1 Distribution of press releases, Board meeting summaries and periodic printed reports.
    - 1.2 Prompt responses to inquiries or statements of concern from members of the public.
    - 1.3 Opportunities for individuals or groups to make representation to the Board or to contact individual trustees.
    - 1.4 Efforts at the school level to keep the school's public aware of current matters of interest; such activities will include parent-teacher conferences, newsletters, Parent Advisory Committees, parent visits and information meetings.
    - 1.5 Periodic District efforts to assess community opinion through opinion polls and/or reaction-gathering meetings.
2. Media Relations
    - 2.1 News releases intended to represent the corporate position of the Board must be authorized by the Superintendent or designate. The Superintendent will consult, as necessary, with the Board Chair in developing such releases.
    - 2.2 The Superintendent shall approve all information released to the media. All media requests received at the school shall be directed to the Superintendent.
    - 2.3 Media representatives may be permitted into the schools for legitimate reporting and promotional purposes. This is at the discretion of the Principal. Particular care is to be exercised in protecting the rights of students when media are present. Principals shall ensure that photographed/filmed students have signed appropriate consent forms.
    - 2.4 Media representatives shall not be allowed to disrupt the normal operation of a school or a class for the sole purpose of information gathering. This includes the interviewing of District employees and/or students during regular class times.
    - 2.5 Media representatives may be asked by the Principal or District staff to leave the premises or grounds where it is deemed to be in the best interests of the students and staff to do so.

Reference: Section 8, 20, 22, 65, 85, 177 *School Act*

PARENTAL COMPLAINTS

Background

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

It is the school district's intention to ensure all parents feel safe and comfortable bringing concerns forward.

Procedures

1. When a complaint arises, the parent is requested to speak first with the employee involved in an attempt to resolve the issue.
2. If satisfactory resolution to the concern is not achieved, the next step is to meet the employee's immediate supervisor.
3. At any point in this process a parent may seek the support or guidance from a family member or another school district representative (ie Indigenous education personnel, multicultural worker, settlement worker).
4. If the parent is reluctant to speak first to the employee affected, the parent may contact a school or District Office administrator to help resolve the issue.
    - 4.1 Advice and support will be given to ensure that the concerns of all parties are reviewed in an appropriate fashion.
    - 4.2 The parent will be informed that the employee will be advised of the parent's concern.
5. If the situation continues to be unresolved, the parent can raise the concern with the Zone Superintendent and, if unsatisfied with this response, the parent can appeal to the Superintendent.
6. Complete confidentiality respecting complaints cannot be guaranteed. Investigation and resolution of complaints will be disclosed to the employee or an agent of the District on a need-to-know basis.
7. The District will not respond to anonymous complaints except in instances where there are allegations associated with child welfare issues or criminal activities.
8. Parents who wish to initiate a formal appeal are to be referred to Board Policy 13 – Complaints and Appeals.

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

Revised: January 30, 2025

ADVERTISING, CANVASSING AND COMMERCIAL SOLICITATION

Background

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

Procedures

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

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

ACTIVITY DURING ELECTION PERIODS

Background

Elections are key elements in the democratic process, providing suitable subjects for educational attention. However, since misunderstandings, conflicts, and claims of bias can also occur more easily during an election period, guidelines for staff are desirable.

While an "election period" may formally be considered the time following an election announcement, or the period following the deadline for nominations in a local election, for purposes of this administrative procedure, it may be more broadly defined as the weeks or months preceding the election.

In general, District activity is to proceed in as normal a manner as possible during an election period, with staff continuing to carry out their duties with integrity and responsibility. However, caution is required to ensure that staff will not be accused of political partiality in carrying out their duties, nor trustees of obtaining unfair political advantage in local elections.

Procedures

1. No employee of the District is to participate in campaign activity during his/her normal working hours.
2. Students, as part of a planned citizenship education program, may be informed about and carry on discussions of election processes and issues at any time. Under no circumstances are efforts to be made by staff to indoctrinate students with a particular political view nor to engage them in campaign activities.
3. District Office staff shall make available, on request, to all candidates public information which would be available to any trustee. The materials made available to one candidate will be given to all candidates. A candidate's request to a school is to be referred to the Superintendent's Office.
4. Caution is to be exercised regarding public relations activities or controversial issues which could become part of the election campaign.
5. Requests for staff to provide information for campaign purposes are to be restricted to information available to other members of the public or other candidates.

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

EVENT PROTOCOL

Background

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

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

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

Procedures

1. When organizing a public event at which dignitaries are present, introduce the most senior dignitaries first:
    - 1.1 Members of the Senate representing British Columbia;
    - 1.2 MPs (cabinet members first);
    - 1.3 MLAs (cabinet members first);
    - 1.4 Board Chair and Vice-Chair;
    - 1.5 Mayor;
    - 1.6 Other trustees and civic councilors;
    - 1.7 Chief and Council, and Hereditary Chiefs
    - 1.8 Senior bureaucrats and heads of other organizations;
    - 1.9 Prominent community members.
2. When organizing an event within the District schools, the introductions will take place in the following order:
    - 2.1 Board Chair;
    - 2.2 Vice-Chair;
    - 2.3 Trustees in attendance;
    - 2.4 Superintendent, Deputy/Assistant Superintendent;
    - 2.5 Principal, Vice-Principal.
3. When organizing the order of speakers, protocols dictate that the most senior dignitary speaks last.
4. Seating is to be arranged so that the most senior dignitary is closest to the podium at all times.
5. Trustees are to be introduced at all times.

6. Provision is to be made for trustees and other important guests to be greeted by staff or students.
7. As audience members, dignitaries are to be provided with reserved seating in the front row.
8. Invitations to trustees to attend a school event are to be directed only to the liaison trustee(s) by the Principal. The role and expectations are to be defined in the invitation. Provisions for parking are to be made for dignitaries and trustees. Trustees are to be notified at least two (2) weeks prior to the event.
9. The Office of the Superintendent is to be contacted if a representative of senior staff is requested to attend a school event.
10. The trustee invitation and District Office notice is to indicate who will serve as the Master of Ceremonies (MC).
11. When no trustee is available to attend, the MC will be advised to express regrets on behalf of the Board.
12. For assistance, contact the Office of the Superintendent.

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

Revised: May 31, 2022

VISIT PROTOCOL

Background

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

Procedures

1. Royal and Other Dignitary Visits

    1.1 While rare, school boards or schools occasionally may be included in royal visits (including those of Canada's Governor-General and/or British Columbia's Lieutenant Governor); visits by the Prime Minister or Premier; senior cabinet ministers; ambassadors; First Nations leadership (Chief and or Council) or other First Nations provincial leaders or other prominent dignitaries. In such circumstances, the formal protocol of either the Government of Canada or Province of British Columbia takes precedent. Information on proper protocol in these special circumstances can be obtained from the Government of British Columbia. The Superintendent must be contacted in these instances.

    1.2 In these circumstances, it is expected local event organizers will ensure trustees are properly recognized and included in the event whenever possible.

2. Special Visits

    2.1 The District, in recognizing its responsibilities to share educational experiences, welcomes visitors to the school system.

    2.2 Visits to schools by persons from outside the school system shall be arranged by such officials as the Superintendent may appoint. Such visits will be arranged in consultation with the principals and teachers concerned.

    2.3 The Superintendent will extend to visitors, at District expense, such courtesies as s/he may deem desirable.

3. General Visits

    3.1 All visitors to a school are expected to make their presence known to the Principal or designate.

    3.2 Signs indicating this expectation, and the direction to the school office, are to be posted at each unlocked entrance, and at other visible points in the school.

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

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

Revised: May 31, 2022

AUTHORIZED PERSONNEL AND VISITORS

Background

The *School Act* provides for the maintenance of order in a school or at an official school function. As part of its duty to ensure a safe, secure environment for students, the District requires principals to exercise discretion in granting access to schools, instructional areas and school grounds.

Authorized employees of the District may require persons to remove themselves from the school or school property.

Procedures

1. Persons authorized to be on school premises include:
    - 1.1 District employees, trustees and persons on District business;
    - 1.2 Students regularly enrolled at the school (i.e.; students who are not currently under suspension or expulsion from the school or District);
    - 1.3 Students and staff from other schools who are participating in school sponsored or sanctioned activities;
    - 1.4 Students, parents/guardians and members of the public 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;
    - 1.5 Law enforcement officers in exercise of their duties;
    - 1.6 All persons with legitimate business at the school who proceed directly to the school's main office and secure permission from the Principal or designate to remain on the premises.
2. Where a District employee has cause to believe that a person is on District property without authorization, the following procedure is to be followed:
    - 2.1 The employee shall indicate his/her name and determine the status of the individual by:
        - 2.1.1 Requesting identification;
        - 2.1.2 Requesting the nature of the individual’s visit.
        - 2.1.3 Ensuring that the individual checked in at the school office.
3. Where the individual refuses to answer any one of 2.1.1, 2.1.2, or 2.1.3 or the individual’s status is doubtful, the employee shall request that the subject accompany the employee to the school office.
4. Where the individual complies with the request to report to the office, the individual is to be referred to the Principal or designate.
5. The Principal or designate shall:
    - 5.1 Determine the status of the individual.
    - 5.2 Gather information.

5.3 Issue the following warning:

"Pursuant to Section 177 of the *School Act* you (Intruder Name) are hereby directed to immediately leave the lands and premises at this school and you are not to enter upon these lands and premises again before (date required - last day of school). Failure to comply with this order constitutes an offence under the *School Act*."

5.4 Complete the Intruder Data Sheet (Form 157-1), and

5.4.1 File in the office.

5.4.2 Make available to Delta Police as appropriate.

5.5 Determine whether to issue the formal warning letter (Form 157-2).

6. If the individual fails to comply with the request to report to the office, the employee shall refer the matter to the Principal or designate, who shall contact the police.

7. If the individual fails to comply as a result of the Standard Warning and a second intrusion occurs, the Principal or designate shall:

7.1 Register a complaint with the Delta Police;

7.2 Complete a second Intruder Data Sheet (Form 157-1);

7.3 Proceed with charges where the subject's identification is established.

8. Where the individual's intrusion involves a violent or threatening act, the Principal or designate shall immediately contact the Delta Police.

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

FLAG PROTOCOL

Background

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

Procedures

1. General
   - 1.1 The Canadian and British Columbia flags shall be displayed at all schools while in session.
   - 1.2 When a flag becomes tattered, torn or faded to the extent that it is no longer a fitting emblem for display, it shall be turned over to the maintenance department for proper disposal.
   - 1.3 Flags shall be flown at half-mast in response to the death of persons associated with the District and for prominent citizens.
   - 1.4 Flags shall be displayed in accordance with a general protocol as set out by the Secretary of State for Canada.
2. The Principal shall:
   - 2.1 Purchase flags, as required, within the school.
   - 2.2 Display the Canadian and British Columbia Flags in accordance with this procedure.

     Principals may display flags in other areas within the school at his/her discretion.
3. Placement of the flags shall be such that when displayed with another provincial or national flag, the Canadian flag is always placed at the same height as the other, and to the left of an observer facing both flags.
4. Flags shall be flown at half-mast:
   - 4.1 At the direction of the Superintendent upon the death of a prominent citizen;
   - 4.2 For a period commencing at notification of the death, up to and including the day of the funeral, at the site(s) where the deceased was closely associated or connected; and
   - 4.3 On the day of the funeral for cases other than those described in 4.2.
5. Current ‘Rules for Flying the Flag’ can be found at: www.canada.ca/en/canadian-heritage/services/flag-canada-etiquette/flying-rules.html

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

ANIMALS ON SCHOOL PROPERTY

Background

As the presence of unauthorized animals on school property during school hours or at other times constitutes a threat to school property and to the safety of children or adults who may be engaged in school or other activities on school property, unauthorized animals are prohibited from school properties at all times.

Procedures

1. Principals shall immediately report the presence of any unauthorized animal to:

   Delta Community Animal Shelter
   7505 Hopcott Road
   Delta, B.C.
   Phone: 940-7111

2. Custodians shall immediately report the presence of any unauthorized animal on school premises to the Principal.
3. If the Principal is absent, the custodian is to report the matter directly to the Delta S.P.C.A.
4. In the event the S.P.C.A. is not open, the Delta Police should be notified at 946-4411.

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

HEALTH AND SAFETY OF STUDENTS AND STAFF

Background

The District is committed to providing the means to achieve a safe and healthy environment for the students and staff.

A comprehensive Occupational Health and Safety Program shall be established, supported, maintained and integrated with operational activities undertaken to achieve organizational excellence.

The administration and coordination of the joint health and safety program shall be accomplished by management staff, supported by the District joint health and safety committee and joint workplace health and safety committees in each school.

The management, executive officers, supervisors and employees of the District shall work cooperatively to ensure the success of the program, and to this end, specific responsibilities are outlined in the administrative procedures.

Procedures

1. General Responsibilities
    - 1.1 It shall be the responsibility of management to establish and maintain adequate standards of maintenance of facilities and equipment to guard against or eliminate physical and health hazards, and to develop appropriate work procedures.
    - 1.2 It shall be the responsibility of supervisory employees to ensure that employees whom they supervise are trained in proper work procedures to obtain optimal output without accidents and industrial disease; and to secure the observance by employees of proper work methods and the Workers' Compensation Board Regulation.
    - 1.3 It is the duty of every employee to follow proper procedures, to observe regulations pertaining to his/her work and to cooperate in achieving the objective of a healthy and safe workplace.
2. Under the Occupational Health and Safety Regulations, all staff members have the responsibility to operate in a manner that ensures the health and safety of students, themselves and their colleagues.
    - 2.1 All District administrators, staff and contractors shall comply with Health and Safety legislation.
    - 2.2 All District personnel and contractors shall comply with WHMIS (Workplace Hazardous Materials Information System) standards.
    - 2.3 All District personnel and contractors who, as a part of their duties, either use or may be exposed to hazardous chemicals, shall participate in a WHMIS training session.
    - 2.4 All students in laboratory courses shall be provided with safety training.
3. The establishment and maintenance of safe learning and working conditions is to be a primary consideration for supervisors and staff.

3.1 Principals shall ensure procedures are developed that prescribe the rules of safe operation of all laboratories, technical education, home economics or any other “hands on” course within the school. Such procedures shall address:

3.1.1 Safe and secure storage, annual checking, and disposal, where needed, of chemicals;

3.1.2 WHMIS labeling of all chemicals;

3.1.3 Safe and secure storage and use of laboratory equipment;

3.1.4 Safe use of natural gas and security when gas is not in use;

3.1.5 Appropriate teacher supervision of students in all laboratory activities;

3.1.6 The training of staff in the use and maintenance of safety equipment, and the use and hazards of any equipment or chemicals they may use as well as the safety requirements of any procedure or activity they may use;

3.1.7 The training of students in any safety procedures relevant to the work they are doing; and

3.1.8 Any other measures required to ensure the safety of students and staff in any school class.

4. The development and implementation of safety and accident prevention programs is mandatory in order to develop a learning and working environment that promotes health and safety.

5. The provision of instruction and training to students and staff is essential in order to encourage safe working practices and to ensure appropriate response in the event of an accident.

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

BIOHAZARD CONTROL PROGRAM, BLOOD-BORNE PATHOGENS AND POTENTIALLY INFECTIOUS MATERIALS

Background

The District recognizes its responsibility to provide as safe an environment as reasonably possible for students and employees, as well as its obligations to deal with each student and employee with equity and due regard for privacy and to protect students and employees from harmful contact with pathogenic organisms.

Procedures

1. General

   Actions taken in the District to deal with communicable diseases and disease causing organisms shall be governed by the following considerations:

   1.1 Students diagnosed with serious infectious illnesses continue to have the right to an education program and to receive the program in the least restrictive environment possible.

   1.2 Infected employees have the right to continue their employment as long as they are able to fulfill duties without risk to themselves or others.

   1.3 Since serious infectious illness is primarily a medical problem, the guidance of the Medical Health Officer is to be sought when planning an education program for an infected student or when determining whether it is safe, for self and others, for an infected employee to continue in his/her current duties.

   1.4 Infected students and employees, as with any other illness, are to be provided the maximum degree of confidentiality that is compatible with the safety of other persons.

   1.5 Specific procedures shall be communicated to all “at risk” employees concerning practices to prevent harmful contact with all blood, body fluids, secretions and excretions. Standard precautions shall be used in all situations dealing with any potentially infectious materials (See Appendix A).

2. Students Infected with Blood-Borne Pathogens [such as Hepatitis B, Hepatitis C, and Human Immuno-Deficiency Virus (HIV)]

   2.1 The Superintendent or designate shall make a decision concerning the educational plan for the infected child in consultation with the Medical Health Officer, the student's parents or guardians, and the physicians involved in the case.

   2.2 A more restrictive environment may be considered for infected students who have, for whatever reason, open sores or lesions, or engage in biting. This will be done on the recommendation of the Medical Health Officer.

   2.3 Each student's educational and medical situation is to be re-evaluated by the appropriate authorities whenever necessary.

   2.4 The District shall make every reasonable effort to ensure that the identity of a student infected with blood-borne pathogens shall be confidential. The Medical Health Officer and the Superintendent or designate shall decide who has a "need-to-know" in each case.

3. School Personnel infected with Blood-Borne Pathogens [such as Hepatitis B, Hepatitis C, and Human Immuno-Deficiency Virus (HIV)]

    3.1 The District may, on the advice of the Medical Health Officer, require the employee to receive a medical examination under the School Act.

    3.2 The Superintendent and Medical Health Officer, will consult with the infected employee regarding any work restrictions or accommodations that may be required as a result of his/her condition.

    3.3 The employee may choose to take medical leave or long-term disability leave, or any other benefits to which s/he may be legally entitled.

    3.4 The District shall make every reasonable effort to ensure that information concerning the health as well as the identity of any infected employee shall be kept confidential. The Medical Health Officer and Superintendent or designate shall decide who has a "need-to-know" in each case.

4. Public Information

    4.1 In the event that concern arises within the community about an infected student or staff member, the Principal, without confirming whether or not there is an infected person within the school, shall provide information and support to parents utilizing the professional health advice available from the Medical Health Officer and the District.

    4.2 The Zone Superintendent shall also be notified.

5. Managing Potential Exposure

    5.1 Where there is reasonably anticipated risk of harmful contact with Potentially Infected Materials (PIM), the District must develop and implement an exposure control plan meeting the requirements of the Workers' Compensation Board Regulation.

    5.2 Where exposure to a blood-borne pathogen is anticipated, the District will evaluate the prevalence of the anticipated exposure.

        5.2.1 Where all workers in a classification (e.g. custodians or teaching assistants) have occupational exposure, it is not necessary to list work tasks.

        5.2.2 Where only some workers in a classification (e.g. teachers) have occupational exposure, the specific tasks and procedures causing an expected exposure must be listed.

        5.2.3 Risk to an unprotected worker must be assessed.

    5.3 The job classifications with occupational exposure are: Custodians, First Aid Attendants, Principals and Teaching Assistants in Inclusive Learning.

    5.4 Procedures that involve occupational exposure, including response to incidents where clean up of blood or body fluids or substances, may be the responsibility of a designated respondent. While respondents could be members of any worker group or classification, designated respondents have occupational exposure.

    5.5 Control procedures include engineering controls and work practice controls personal protective equipment; Standard Precautions; and decontamination and disposal procedures.

5.6 Engineering controls refer to heating, ventilating and air-conditioning (HVAC) equipment as well as exhaust or fume hoods in shops or laboratories.

5.6.1 Control of biohazards through HVAC controls is normally an 'indoor air quality' (IAQ) concern and is dealt with in the IAQ procedures.

5.6.2 Sharps containers and tongs are also engineering controls.

5.7 Work practice controls include but are not limited to:

5.7.1 Ensuring only trained persons respond to biohazardous incidents;

5.7.2 Ensuring others are kept away from infectious materials;

5.7.3 Ensuring placement of barriers, cones or signs;

5.7.4 Donning Personal Protective Equipment (PPE) before responding or entering a potentially infectious area; and ensuring that clean-up and disposal procedures are followed.

5.8 Personal Protective Equipment (PPE)

When establishing the PPE procedures, the following must be considered:

5.8.1 Does the PPE prevent blood or other potentially biohazardous material from passing through a worker's clothes, street clothes, undergarments or reaching an employee's skin, eyes, nose, mouth or other mucous membranes?

5.8.2 Has the PPE been selected and used in accordance with the manufacturer's instructions and recognized standards?

5.8.3 Does the PPE in itself create a hazard to the wearer?

5.8.4 Does the PPE cause allergenic or other adverse health effects?

Refer to Administrative Procedure 161 – Appendix A for detailed procedures regarding Transmission Prevention and the use of PPE.

5.9 The District shall provide vaccination against the Hepatitis B Virus as required by the OHS Regulation in accordance with established protocols.

6. Training

6.1 The OHS Regulation requires the District to inform workers about the contents of the exposure control plan and to provide them with adequate education and training to work safely with and in proximity to potentially biohazardous material.

6.2 Education and training shall be provided before a worker begins work with or in proximity to potentially biohazardous material.

6.3 The District shall review the exposure control plan at least annually and update it as necessary.

6.4 Refresher training may be provided annually or whenever the exposure control plan is updated.

7. Response to Exposure Incident

7.1 Every person contacting a PIM in an exposure incident must be advised to seek medical evaluation at a hospital emergency department. Immediate first aid, reporting and documentation of the incident must be undertaken.

7.2 For direct unanticipated exposure to biohazardous or other potentially infectious material, the individual is to immediately thoroughly wash all exposed areas and report the incident to the employee supervisor.

7.3 Emergency medical attention is to be sought within two (2) hours so that the individual can be assessed by a physician to determine what risk of infection exists.

7.4 The medical evaluation will be based on an assessment of the risks associated with the incident, and subsequent post-exposure health management must be provided as necessary.

8. Record Keeping

8.1 The District will retain records of all workers who are exposed in an exposure incident to biohazardous or other potentially infectious material as well as of worker education and training sessions on biohazardous materials as required by the OHS Regulation.

8.2 Training records are to include date(s) of training, content or a summary of the training sessions, type of education and training (for example classroom, video, interactive, or on-the-job), names and qualification of those conducting the training, and names, job titles and work locations (departments) of workers attending the sessions.

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

Revised: September 2018

STANDARD PRECAUTIONS

**Refer to Administrative Procedure 161 –
Section 7 for Response to Exposure Incidents.**

Definitions

Biohazardous materials are pathogenic organisms that may cause disease in humans. They include organisms that are present in human blood or other body fluids, secretions and excretions that would be classified in risk group II, III or IV as specified by the Medical Research Council of Canada (MRCC) – see Administrative Procedure 161 Appendix B.

Blood-Borne Pathogens are disease causing organisms that are present in human blood or human blood components.

Decontamination is the use of physical or chemical means to remove viable microorganisms from surfaces or materials. Three methods are available: sanitization, disinfection and sterilization. Sterilization cannot be achieved in the school setting.

Disinfection is cleaning and disinfecting, with appropriate products and procedures, surfaces such as floors, woodwork and countertops which have become soiled. Environmental surfaces (normally contacted only by intact skin) should be disinfected to a level that destroys most bacteria, some viruses, some fungi, but not Mycobacterium tuberculosis or bacterial spores. This level of disinfection is appropriate for the sanitization or decontamination of school surfaces.

Exposure Incident is any actual contact of potentially infectious material with unprotected skin or mucous membranes.

Occupational exposure is the reasonably anticipated risk of harmful contact with blood or other potentially infectious material as a result of the performance of an assigned or regular job duty. Harmful contact through occupational exposure is reasonably anticipated for all First Aid Attendants, but does not include, for example; a worker (other than a first aid attendant) who might help a co-worker or student with a sudden nosebleed.

Organisms that cause disease or are reasonably believed to cause disease in persons are considered ‘biohazardous infectious materials’ under the WHMIS regulation (Division 3 of Class D).

Pathogens are organisms that cause, or are believed to cause, disease in humans.

Personal Protective Equipment (PPE) refers to items worn or used by persons to prevent the harmful contact of Potentially Infectious Materials. PPE for standard precautions includes: gloves, aprons, masks and eye protection.

Potentially Infectious Materials (PIM’s) include vomit, urine, feces, saliva, semen, vaginal secretions, cerebrospinal fluid, pleural fluid, pericardial fluid, peritoneal fluid and amniotic fluid.

Sanitization refers to the reduction of microbial contamination to levels judged safe by public health authorities.

Sharps Container is a rigid walled container used for the collection and disposal of needles and other sharp items that may have been exposed to PIM’s.

Standard Precautions refers to a system of precautions designed to protect persons from harmful exposure to Potentially Infectious Materials. It is an expansion of universal precautions and body substance isolation procedures and assumes all body fluids and byproducts (other than sweat) to be infectious.

Standard Precautions represents a system of barrier precautions to be used by all personnel to prevent harmful contact with blood, all body fluids, secretions, excretions, non intact skin, and mucous membranes of all persons, regardless of their health or diagnosis. These precautions are the "standard of care."

Standard Precautions focuses on reducing the risk of transmission of pathogenic micro-organisms. The use of barriers is determined by the level of potential contact with body substances and shall be governed by the following considerations:

- The purpose is to reduce the transmission of infectious agents within the District.
- All staff with 'occupational exposure' will incorporate Standard Precautions into operating procedures.
- Training concerning Standard Precautions principles will be given to newly hired employees at risk of contacting infectious materials. Documentation of training will be maintained by the individual departments.
- Standard Precautions will be followed by all personnel and will be based on the degree of anticipated exposure to body substances. It is the responsibility of the individual to comply with Standard Precautions by following written work procedures and instructions.

Virox refers to a freshly made solution of Virox Technologies "Accelerated hydrogen Peroxide 5" DIN 02239828 at a 1:16 dilution ratio as directed on the product label.

Transmission Prevention

1. Hand Washing

    1.1 Because infections are most frequently spread by contact and the most common form of contact is hand contact, hand washing is the most important and most effective means of preventing transmission of organisms.

    1.2 To minimize the body's response to abrasion, detergent contact or heat, a mild soap and cool or tepid water are recommended for all hand washing.

    1.3 Indications for hand washing and hand antisepsis include:

        1.3.1 Before having direct contact with potentially infectious material.

        1.3.2 Before donning gloves and performing first aid or any clean up.

        1.3.3 After removing gloves and other personal protective equipment.

        1.3.4 After contact with body substances or articles/surfaces contaminated with body substances.

        1.3.5 After contact with patient's intact skin (i.e. examining any person who reports for first aid).

    1.4 Hand Washing Procedure with Liquid or Foam Soap:

        1.4.1 Wet hands first with cool or tepid water.

        1.4.2 Apply soap sufficient for lather to cover all surfaces of hands and wrists.

1.4.3 Rub hands together covering all surfaces of the hands and fingers with special attention to areas around nails and between fingers for a minimum of fifteen (15) seconds.

1.4.4 Rinse well with running water.

1.4.5 Dry thoroughly with paper towel.

1.4.6 Use paper towel to turn off faucet.

1.4.7 Avoid using hot water as repeated exposure to hot water may increase risk of dermatitis.

2. Personal Protective Equipment (PPE)

2.1 Gloves

Gloves used to prevent transmission of pathogens must be disposable (single use) gloves and shall be readily available in medical and/or First Aid rooms. Vinyl or latex gloves are used for all activities requiring protection during routine First Aid and custodial tasks where contact with blood and body fluid is likely. Vinyl and latex gloves are equally effective in preventing skin contact with microorganisms.

2.1.1 Gloves must be worn for:

2.1.1.1 Anticipated contact with moist body substances, mucous membranes, tissue and non-intact skin of all patients.

2.1.1.2 Contact with surfaces and articles visibly soiled/contaminated by body substances.

2.1.2 Gloves are to be donned immediately prior to task.

2.1.3 Torn, punctured or otherwise damaged gloves are to be replaced immediately.

2.1.4 Gloves are to be removed and discarded after each individual task involving body substance contact and before leaving the work area.

2.1.5 Hand-washing is to occur as soon as possible after glove removal, or removal of other protective equipment.

2.1.6 Gloves are not to be washed or decontaminated for reuse except utility gloves for custodians.

2.1.7 Gloves do not provide protection for puncture wounds caused by sharp objects. Use extreme caution when handling sharp objects or when providing First Aid to a person with a puncture wound.

2.2 Masks, Eye Protection and Face Shields

2.2.1 Masks are to be worn in combination with eye protection devices; face shields, goggles or glasses with side shields during First Aid procedures that are likely to generate droplets, spray, or splash of body substances to prevent exposure to mucous membranes of the mouth, nose and eyes.

2.3 Protective Aprons

Protective aprons prevent contamination of clothing by blood/body fluid exposure and are:

2.3.1 To be worn during First Aid and/or cleaning procedures that are likely to soil clothing with body substances; and

2.3.2 Removed before leaving the immediate work area.

3. Environment

3.1 Waste Disposal

3.1.1 All potentially infectious waste material shall be placed into double bags, securely tied and discarded into the general waste.

3.2 Spill Management

3.2.1 Spills of body substances are to be cleaned up promptly. Workers are to wear gloves, apron and mask and use other protective equipment if there is risk of splash.

3.2.2 Encapsulator products may be used to solidify or pick up liquid waste. Excess materials are to be removed with disposable absorbent towels, and then soaked with Virox solution (1:16) for thirty (30) seconds. Wipe dry and repeat application of Virox solution (1:16) and allow to remain wet for five (5) minutes.

3.2.3 Schools without custodians must initiate clean up procedures by site personnel. All contaminated surfaces shall be cleaned and decontaminated with Virox solution as in 3.2.2.

3.2.4 Workers removing potentially infectious materials from school grounds must follow protocols for hand hygiene, glove use and disposal.

3.2.5 Workers removing PIM's that are sharp (used needles, broken glass contaminated with blood) must also use tongs or other devices to pick up materials and transfer them directly into a puncture resistant container enclosed on all sides or equipped with a lid.

3.3 Handling and Disposal of Sharps

3.3.1 Sharp disposal is the responsibility of the user/handler of the sharp.

3.3.2 Puncture-resistant sharps containers are readily available in all medical or first aid rooms.

3.3.3 Do not place sharps in the regular trash.

3.3.4 Take the Sharps Container to the location of the sharp; dispose of at point of use or collection.

3.3.5 Do not overfill Sharp Containers.

3.3.6 Look closely at the sharps container before placing a used sharp inside to assure that nothing is protruding from the container or that the container is not overfilled.

3.3.7 When Sharps Container is two-thirds (2/3) full (to "full" line), close securely and contact Custodial Services at 604-946-5088 for disposal. Request replacement sharps container if one is not already available.

3.3.8 In order to ensure Sharps Container safety, Sharp Containers are to be kept only in the medical room.

3.3.9 Broken glass contaminated by blood will not be directly handled with gloved or bare hand. It will be handled by mechanical means (tongs, dust pan and broom). Contaminated broken glass will be placed in a puncture-resistant container and disposed of in regular waste.

3.4 Cleaning Vomit and Body Waste

Individuals who clean up vomit or feces must minimize the risk of infection to themselves and others by:

3.4.1 Wearing disposable gloves and plastic disposable apron or water-resistant gown and mask.

3.4.2 Using paper towels to soak up excess liquid. Transfer these and any solid matter directly into a plastic garbage bag.

3.4.3 Cleaning the soiled area with detergent and water, using a “single-use” cloth.

3.4.4 Disinfecting the contaminated area with freshly made Virox solution.

3.4.5 Disposing of gloves and depositing apron/cloths into a garbage bag.

3.4.6 Washing hands thoroughly using soap and warm running water for at least thirty (30) seconds.

If cleaning up vomit in food preparation areas:

3.4.7 Disinfecting the area (including vertical surfaces) with freshly prepared Virox solution.

3.4.8 Disposing of any exposed food (food that has been handled by an infected person or food that may have been exposed to the virus by someone vomiting in close proximity).

3.4.9 Washing all dishes, utensils and trays in a commercial dishwasher – with hot water rinse of at least 60°C (140°F), being careful not to cross-contaminate dirty to clean dishes.

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

LIST OF COMMUNICABLE DISEASES

Acquired Immunodeficiency Syndrome (AIDS)
Amebiasis
Anthrax
Arboviral Infections (including Dengue)
Botulism
Brucellosis
Campylobacter
Cerebrospinal Fluid Isolates
Chickenpox
Cholera
Congenital Infections (includes Cytomegalovirus, Hepatitis B, Herpes Simplex, Rubella, Toxoplasmosis, Varicella-Zoster)
Dengue
Diphtheria
Encephalitis (specified or unspecified)
*Enteric Pathogens
*Foodborne Illness
*Gastroenteritis, epidemic
Giardiasis
Hemophilus Influenza Infections (invasive)
Hemolytic Uremic Syndrome
Hepatitis A, B, Non-A, Non-B
Kawasaki Disease
Lassa Fever
Legionella Infections
Leprosy
Leptospirosis
Malaria
Measles
Meningitis (all causes)
Meningococcal Infections
Mumps
Neonatal Herpes
Nosocomial Infections
Ophthalmia Neonatorum (all causes)
Paratyphoid
Pertussis
Plague
Poliomyelitis
Psittacosis
Q-Fever
Rabies
Rye Syndrome
Rickettsial Infections
Rocky Mountain Spotted Fever
Rubella (including Congenital Rubella)
Rubeola
Salmonella Infections
Shigella Infections
*Stool Pathogens, all types
Tetanus
Toxic Shock Syndrome

Tuberculosis
Tularemia
Typhoid
Typhus
Varicella
Viral Hemorrhagic Fevers (including Marburg, Ebola, Lassa, Argentinean, African Hemorrhagic Fevers)
*Waterborne Illness (all causes)
Yellow Fever

* Enteric Pathogens, Foodborne Illness, Gastroenteritis, epidemic and Waterborne Illness include the following and any other identified or unidentified cause: Aeromonas; Bacillus cereus; Campylobacter; Clostridium botulinum and; perfringens; Salmonella; Shigella; Staphylococcus; Viruses such as Norwalk and Rotavirus; Yersinia

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

TOBACCO-FREE ENVIRONMENT

Background

Tobacco use and smoking are addictive practices and tobacco use in the school and work environments is not conducive to good health. Activity mimicking smoking behaviours as in the use of e-cigarettes, also are not conducive to good health.

Procedures

1. Smoking and the use of tobacco in all its forms is prohibited on any District owned or leased property, within any District owned or leased building, or within any District owned or leased vehicle.

    1.1 This prohibition applies to all staff, students, visitors, facility renters and users, contractors and other members of the public at all times, including evenings and weekends.

2. The only exemption to this administrative procedure is the ceremonial use of tobacco where that activity is performed in relation to a traditional Indigenous cultural activity or performed by a prescribed group for a prescribed purpose.

3. Participation in tobacco cessation programs is encouraged and instruction on the hazards of tobacco use will be provided for students in all schools.

4. Although considered as part of a smoking cessation alternative, all procedures applying to tobacco use under 1. above, are also extended to cover electronic cigarettes (e-cigarettes).

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

Revised: May 31, 2022

ALCOHOL AND DRUG EDUCATION

Background

The District recognizes that the use of alcohol and other drugs and the problems associated with their use is a serious concern in our society and amongst youth.

Procedures

1. In order to reduce the incidence of alcohol and drug use by youth, the District supports and encourages systematic school based prevention, early intervention programs and referral to community based drug abuse prevention counselling programs.
2. Principals are to include in the school rules of conduct, expectations related to being under the influence of, in possession of, or trafficking in the use of alcohol and/or drugs at any school activity, and to communicate these to students and parents.
3. Appropriate consequences will be administered to those students who are under the influence of, in the possession of, or trafficking in alcohol or drugs while under school supervision.

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

NUTRITION AND HEALTHY LIFESTYLE

Background

Schools share responsibility with parents and the community to promote, model and teach students the importance of making healthy lifestyle choices that include a focus on healthy nutrition and physical activity. Good physical health and nourishment also provide a key foundation for student achievement.

Accordingly, nutrition, daily physical activity, positive lifestyle choices, and social responsibility will be included in the learning experiences of students. Similarly, all food and beverages sold in schools or school-associated event must follow the guidelines outlined in this administrative procedure.

Procedures

1. Food Services in Schools
    - 1.1 Students will be provided adequate time to eat their lunches, a minimum of fifteen (15) minutes.
    - 1.2 Food Services to students shall comply with standards for good nutrition and healthy lifestyles. Food Services include:
        - 1.2.1 Vending machine services.
        - 1.2.2 Meals programs, cafeteria and canteen services.
        - 1.2.3 Food-based fun days and activities.
        - 1.2.4 Food-based reward programs.
        - 1.2.5 Fund-raising activities.
    - 1.3 Vending Machine Services
        - 1.3.1 Generally, vending machines are acceptable in elementary and secondary schools.
        - 1.3.2 Parents (through the Parent Advisory Council), staff and students must be consulted prior to vending machines being installed in schools.
        - 1.3.3 Vending machine contracts must be approved by the Superintendent or designate and where possible, contracts will be coordinated through the procurement department.
        - 1.3.4 Food and beverage vending machines are permitted in elementary schools only with the approval of the Principal.
        - 1.3.5 Healthy foods sold in vending machines will be consistent with the Canada Food Guide for Healthy Choices Guidelines, the Guidelines for Food and Beverage Sales in B.C. Schools.
        - 1.3.6 Advertising on vending machines must support healthy choices.
    - 1.4 Meals Programs, Cafeteria and Canteen Services
        - 1.4.1 Foods served must be consistent with Canada’s Food Guide to Healthy Eating and Healthy Choices, the Guidelines for Food and Beverage Sales in B.C. Schools and support the nutrition curriculum of the District.

1.4.2 Food made available to students on a daily basis in schools is to be consistent with sound nutritional rules as taught in the curriculum.

1.5 Operation of Cafeterias

1.5.1 A school cafeteria where operated, is intended to provide a laboratory for the practical phases of a program in Food Services, and to provide for the members of the staff and student body, well-balanced and nutritious meals at a low cost.

1.5.2 Cafeteria programs may also be utilized to support community and extra-curricular activities while providing valid educational and practical experiences for students.

1.5.3 The chef is responsible to the Principal for directing and organizing the educational program for students in the Food Service training course and for operating the cafeteria in a cost-effective manner.

1.6 Food-Based Fun Days and Activities

1.6.1 A broader range of food options is acceptable provided such activities are of an intermittent nature and such foods are not sold. Nevertheless, schools are to consider the Healthy Choices Guidelines whenever possible.

1.7 Food-Based Rewards Programs

1.7.1 Healthy nutrition and modeling issues are to be considered when choosing food as a reward for students, for example: using stickers, recognition bulletin boards, or other incentives rather than food rewards.

1.8 Fund Raising Activities

1.8.1 Food-based fundraising activities such as canteens, concessions where food is being sold to students shall comply with the Guidelines for Food and Beverage Sales in B.C. Schools.

1.8.2 The above guidelines are to be considered when planning and organizing food-based fundraising where food is not sold directly to students is permitted.

2. Physical Activity

Physical activity includes physical education courses and daily physical activity programs.

2.1 Requirements for daily physical activity

2.1.1 Kindergarten to Grade 7

The District will offer thirty (30) minutes of daily physical activity as part of students' educational program.

2.1.2 Grades 8 to 12

2.1.2.1 Students must document and report a minimum of one hundred and fifty (150) minutes per week of physical activity at a moderate to vigorous intensity, as part of their Graduation Transitions program.

2.1.2.2 The District is responsible for providing options to give students a number of choices for how they will meet the daily activity requirements at school, at home, and/or in the community.

3. Partnerships with the Community

3.1 Schools are encouraged to develop partnerships with community resource providers to support healthy lifestyles and teach the value of healthy living.

3.2 Partner groups include:

3.2.1 Parents/Guardians.

3.2.2 School Parent Advisory Councils.

3.2.3 District Parent Advisory Council.

3.2.4 Businesses.

3.2.5 Community recreational service providers.

3.2.6 Public Health representatives.

3.2.7 Physicians and other health care practitioners.

3.2.8 Cities, municipalities and other local governments.

3.3 Principals and staff, in conjunction with their Parent Advisory Councils, are encouraged to develop a Code of Nutrition and Physical Activity.

3.4 The District and its schools are encouraged to increase communication between the school and family by providing nutrition and physical activity information. This may be accomplished through:

3.4.1 Regular student newsletters.

3.4.2 Encouraging parents/guardians to participate in relevant health related homework or school health activities.

3.4.3 Linking nutrition and physical activity to ensure students understand the importance of how they combine to support healthy lifestyles.

3.4.4 Supporting and facilitating further development of ActionSchools programs in all elementary schools.

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

Revised December 2015

EMERGENCY RESPONSE PLAN

Background

There are many hazards that could affect the District, due to its geographical location and naturally occurring events, including but not limited to the following:

- Earthquakes,
- Floods,
- Fires,
- Hazardous material incidents,
- Transportation incidents, or
- Utility failures.

In addition, schools are not immune from threats to life and property, such as:

- Bomb threats,
- Incidents involving weapons,
- Violent incidents involving multiple victims,
- Fights,
- Threats to students and/or staff, or
- Robbery and theft.

Procedures

1. The District must provide a District Emergency Plan for students and staff and provide assistance to other agencies by providing access to District facilities and resources as available.
2. The Superintendent or designate is responsible for ensuring that emergency plans are developed for each District facility. The District plans are to be coordinated with the City of Delta Emergency Plan.
3. Schools
    - 3.1 Principals are required to develop site-specific emergency plans, undertake emergency and fire drills and maintain necessary emergency supplies and equipment, all in accordance with the District Emergency Plan.
    - 3.2 An emergency container is to be located at each school, which is to be fully stocked by the school at all times as recommended in the District Emergency Preparedness Manual.
    - 3.3 Procurement Services will receive requests from schools and make bulk purchases at of container contents at set times during the year.
    - 3.4 Principals are authorized to collect an “Emergency Preparedness Fee”, not exceeding ten dollars ($10.00) annually, from students to pay for these supplies and equipment.

4. Emergency Situations

4.1 District staff having control of the students during school hours will act to safeguard the children under their care, until the Delta Municipal Emergency Operations Centre (EOC) has been activated and advises that it is safe to release students.

4.2 Upon request from the EOC Director (the City of Delta Chief Administrative Officer) or designate, District facilities will be made available for emergency evacuation or reception centres (defined as a site where evacuees may be received, registered and emergency services coordinated during a disaster). The following schools have been identified as potential centres:

4.2.1 South Delta Secondary

4.2.2 Delta Secondary

4.2.3 Burnsview Secondary

4.2.4 Delview Secondary

4.2.5 North Delta Secondary

4.2.6 Sands Secondary

4.2.7 Seaquam Secondary

4.2.8 Other facilities may be provided as circumstances dictate.

4.3 A call for a reception centre during a community emergency takes priority over regular school use.

4.3.1 Every effort will be made by the EOC Director to use non-District facilities first or expedite the process to mitigate disruption to the school.

4.3.2 Reception centre staff (furnished by Delta Emergency Social Services) will work closely with school administration to facilitate a smooth process.

4.4 In the event of an emergency during normal school hours, the Principal/Site Manager or designate of an affected school/site is responsible for:

4.4.1 Implementing the school/site "Emergency Plan", or

4.4.2 Implementing the school/site "Evacuation Plan", as advised by the City of Delta EOC Policy Group, depending on the nature and scope of the emergency.

4.5 Upon request from the EOC Director or designate, District staff will be provided to coordinate and provide direction with respect to the operation and maintenance of the District facilities being utilized as evacuation or reception centres.

4.6 Upon request from the EOC Director or designate, District staff and available equipment will be provided to support engineering operations tasks.

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

Revised: September 2018
October 2024

DISTRICT EMERGENCY MANAGEMENT MANUAL

https://facilities.deltasd.bc.ca/deltaprepared/district-emergency-management-manual/

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

SCHOOL CRITICAL INCIDENT RESPONSE PROTOCOL

https://district.public.deltasd.bc.ca/wp-content/uploads/sites/2/2018/10/School-Critical-Incident-Protocol-Revised-Feb-2014.pdf

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

EMERGENCY DRILLS

Background

In emergencies, the safe and speedy evacuation of occupants from a building is essential. Successful evacuation is dependent upon a practical plan practised often enough that it will be followed in cases of real emergency. As in any emergency, it is recognized that all staff members have a responsibility for the care and safety of students.

Procedures

1. All emergency drills must be conducted in conformance with approved procedures detailed in the District Emergency Preparedness Manual, recorded and a file maintained in the school office for viewing by the Fire Inspector. All drills must be reported in CIMS.
2. Prior to school start-up each September, the Principal/Site Manager shall ensure that:
    - 2.1 The site Emergency Plan has been reviewed and updated;
    - 2.2 An orientation session with staff outlining the site emergency plan and drill procedures is held;
    - 2.3 A hazard assessment of the site is conducted by the site Occupational Health and Safety Committee; and
    - 2.4 First aid supplies are replenished.
3. All evacuation drills must involve:
    - 3.1 The calm, quiet, orderly exiting of the building using predetermined and alternate routes (in the event of blockage). School classes are to remain in formation;
    - 3.2 The mustering of students and/or staff in designated evacuation areas and taking of attendance; and
    - 3.3 No re-entry into the building until three (3) bells have rung, signaling the conclusion of the drill.
4. Where a potential hazard is discovered during the course of the drill, the Principal/Site Manager shall take immediate action to have the matter remedied.
5. Fire Drills and Automatic Alarm Systems
    - 5.1 In accordance with the B.C. Fire Code, school evacuation drills shall be held at least three (3) times in each of the fall and spring school terms for a total of six (6) times per school year.
    - 5.2 There is to be at least one (1) planned fire drill at the commencement of each school year.
    - 5.3 All alarms are automatically relayed to the Monitoring Station which in turn informs Delta Fire and Emergency Services.
    - 5.4 Prior to a fire drill or alarm test, the Monitoring Station (604-731-4126) must be notified as to the date and time of the drill or test. The Monitoring Station will advise Delta Fire and Emergency Services accordingly.
    - 5.5 Prior to the fire drill, the Principal/Site Manager or designate will ensure the fire alarm panel is unlocked (to enable reset at drill conclusion), and trip the alarm by opening a pull station using the special key and activating the toggle switch.

5.6 After the fire drill is completed and the pull station and fire alarm panel re-set, the Principal/Site Manager or designate will contact the Monitoring Station to verify that they received the call and to advise that the test is now completed.

5.7 An evaluation of each drill is to take place, with staff advised of any improvements needed before the next drill.

6. Earthquake Drills

6.1 Classroom earthquake drills shall be held at least twice each year, once in September and once in January.

6.2 Full evacuation earthquake drills shall be held at least annually, during Emergency Awareness Week (first week in May).

6.3 The DROP, COVER AND HOLD ON method will be immediately deployed when earthquake drills are announced over the public address system or at the onset of a seismic event.

6.4 Upon completion of each earthquake drill, an evaluation of the drill through debriefing of staff, including students and/or parents as appropriate, is to be conducted, with any improvements needed documented for future reference.

6.5 A completed Situation Report (Form 166-1) must be faxed or emailed to the District Emergency Planner upon completion of the May drill.

Reference: Sections 17, 20, 22, 65, 85 *School Act*
B.C. Fire Code
School Regulation 265/89

Revised: September 2019

District Action for Emergencies (SAFE) Plan

EMERGENCY PROCEDURES

LOCKDOWN

This procedure is used in response to an armed or dangerous assailant within the school.

Steps to implement Lockdown:

- Lockdown signal is given via p.a. speakers –

  "This is a *Lockdown* announcement…" (Repeated 3x).
- Gather people in your vicinity into a secure room – do this quickly. The door to this room should **always** be in a locked position to ensure speedy refuge.
- Close and secure doors.
- Turn off the lights, stay quiet, get down low/behind heavy furniture, get out of sight.
- Silence all cell phones on hand and ask that they be placed face down on the floor.
- Office staff call 911.
- Office staff call the Superintendent's Office (604-952-5340) as soon as safely possible.
- Normal activities in the school cease. Await police response.
- "All clear" x3 on p.a. Called only after building is secured and most have been evacuated by police. Only open/come out for an identified police officer.

* *If no secure area is available and a safe exit is, then quickly leave the area/school. Report to the designated assembly area and await instructions.*

Administrative Assistants: Lockdown

In the case of a **Lockdown**, Administrative Assistants must secure their **safety first**. Go to a secure room. This would not necessarily be the Principal/Vice-Principal's office and does not need to be a room with a computer. Principal/Vice-Principal's office doors should always be locked so that it only needs to be closed to be secure.

Once you are secure, if you feel safe and are able to, announce "This is a Lockdown" (repeat 3 times) (this announcement code will be a deterrent for the intruder). If you still feel it is safe for you – call 911 and inform them it is a Lockdown and name your school. If you do not feel it is safe to say more – do not say anything else. If you still feel it is safe, call the Superintendent's office (604-952-5340) informing them of the situation.

In a Lockdown **do not** answer the phone, keep the lights off, and stay quiet.

The police will not communicate with school or district staff until the situation is under control. They will probably be in contact with the SBO first, and the SBO may send an update to the Principal.

HOLD & SECURE

This procedure is used if there is a security concern in the neighbourhood.

Steps to implement Hold & Secure:

- Signal is given via p.a. speakers –
  "This is a Hold & Secure announcement…" (Repeated 3x).
- Bring everyone into the school and remain inside.
- Secure exterior doors.
- Close exterior window blinds/drapes (if available).
- Call the Superintendent's Office (604-952-5340) as soon as safely possible.
- All clear" x3 on p.a. Called only after the security concern has been resolved.

* *No one may enter or exit the school during Hold & Secure. Typically, normal activities continue within the school. Hold & Secure may move to a Lockdown should the security concern become immediate and active.*

SHELTER IN PLACE

This procedure is used when there is an environmental hazard that may impact the school.

Steps to implement Shelter in Place:

- Bring everyone into the school and remain indoors.
- Secure exterior doors and windows.
- Close exterior window blinds/drapes (if available).
- Turn off all ventilation systems (if locally available/situation dependent).

* *Staff designates will monitor access to the school via the main entrance. Access may be denied if a risk exists that jeopardizes the safety of occupants. Typically, normal activities continue within the school.*

DROP, COVER & HOLD ON

This procedure is used in the event of an earthquake, explosion, or any event that shakes the school.

Steps to implement Drop, Cover & Hold On:

- Quickly move away from obvious hazards.
- DROP – low to the ground.
- COVER – take cover under a sturdy table, desks, furniture, or other large sturdy items.
- HOLD ON – to the furniture you are under and stay there until the shaking stops.
- After the shaking stops, wait 60 seconds and then evacuate via the shortest safe route.
- Report to and assemble outside at the designated assembly site.

* *Principal or designate will determine next steps.*

ROOM CLEAR

This procedure is used to move people away from a hazard contained in one room/area.

Steps to implement Room Clear:

- Direct students to leave the room/area and report to designated area (ex. Library).
- Summon assistance as needed and appropriate (ex. Call First Aid Attendant, Principal/Vice-Principal, Custodian, 911).

* *Principal or designate will determine next steps.*

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

Revised: August 2019

BOMB THREATS

Background

The District has a responsibility to ensure the safety of students, staff and visitors in all District facilities. All bomb threats are to be taken seriously and appropriate action taken.

Procedures

The following procedures are to be followed when a bomb threat is received:

1. Manner of Response
    - 1.1 Be calm and courteous.
    - 1.2 Do not interrupt the caller.
    - 1.3 Obtain as much information as possible.
2. Listening to Provide Voice Description
    - 2.1 Male, female, young, old.
    - 2.2 Accent.
    - 2.3 Speech characteristics/impediments.
    - 2.4 Sober/intoxicated.
    - 2.5 Manner (calm, emotional, vulgar, etc.).
    - 2.6 Any background noises.
    - 2.7 Familiarity of voice.
3. Questions to Ask
    - 3.1 When is the bomb going to explode?
    - 3.2 Where is the bomb right now?
    - 3.3 What kind of bomb is it?
    - 3.4 What does it look like?
    - 3.5 Why did you place the bomb?
    - 3.6 Where are you calling from?
    - 3.7 What is your name?
4. Responsibilities of Principal or Designate
    - 4.1 Evaluate the call.
    - 4.2 Consult with senior officer of Delta Police to determine action to be taken.
    - 4.3 Record:
        - 4.3.1 Name of officer.
        - 4.3.2 Decision reached.
        - 4.3.3 Information to assist with identification of caller.
        - 4.3.4 Notify the Superintendent or designate.

5. Evacuation
    5.1 Only when threat is judged as serious by the Principal or designate.
    5.2 The Superintendent or designate is to be notified.
6. Search
    6.1 Police officer is obligated to assist.
    6.2 Start with:
        6.2.1 Gym.
        6.2.2 Cafeteria.
        6.2.3 Auditorium.
        6.2.4 Access hallways.
    6.3 Students may then be housed in above areas during rest of search.
7. If Calls Persist
    7.1 Notify police.
    7.2 Police can request that Telus put tracing equipment on line.

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

COMMUNITY ALERT NOTICES

Background

Occasionally incidents occur of which Delta Police feel parents in a specific school are to be advised.

Procedures

1. The Principal is to be notified whenever an incident possibly requiring a community alert notice has occurred.
2. The Principal shall inform the School Liaison Officer, who will contact the Patrol Section and Detective Office regarding ongoing file(s) and the incident. The Superintendent's Office is also to be informed.
3. The School Liaison Officer shall advise the Principal, District Office and the Corporal of Community Relations on the decision regarding sending the notice to parents.
4. Principal(s) shall inform(s) parents by letter or email, relaying information provided by police. The correspondence shall be approved by Superintendent or designate and the Police Department prior to distribution. The Superintendent, in consultation with the police, will determine the scope of distribution.
5. The Superintendent's Office is to inform the trustee liaison and the Board Chair.
6. Principals may wish to include an item in a regular newsletter to parents to make them aware of this process, for example:

   "Occasionally it becomes necessary to alert parents regarding incidents which have occurred, and of which the Delta Police feel that parents in a specific school or area should be made aware.

   In such cases it is the District practice to send appropriate information to parents by a letter or email, which is approved both by the Delta Police and the District.

   Hopefully, these occasions will be rare, but please be assured that you will be kept informed as necessary."

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

VIOLENCE AND INTIMIDATION

Background

The District recognizes its responsibility in providing safe schools and a positive climate for all members of the school community in which all will be safe from violence and intimidation and will be able to develop freely to their potential.

Definition

Violence means the attempted or actual exercise by any person (employee, student, parent, the public or other), of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives the employee reasonable cause to believe that the employee is at risk of injury. Violent acts by employees are specifically included in this definition even through the WorkSafe B.C. Violence in the Workplace regulations excludes employee acts of violence.

Procedures

1. Actions dealing with violence and intimidation shall be governed by the following considerations:
    - 1.1 The use of media, illustrative material or portrayal of behaviour, which glorifies the use of violence, is prohibited.
    - 1.2 The conduct of any student that adversely affects school climate is considered a serious offence.
    - 1.3 Any act of violence or intimidation that affects members of the school or community may be considered a serious threat to the school environment and to the safety of both students and staff. School and District personnel are authorized to take appropriate action and may, following consultation with the Superintendent or designate, proceed with disciplinary and/or legal action against any individual so involved. Such action may fall under Section 177 of the School Act.
    - 1.4 The possession within the school environment of any potential weapon or any instrument intended to inflict injury or to intimidate another person, or the use of any instrument for the purpose of inflicting injury or intimidating another person is expressly prohibited. School and District personnel are authorized to take appropriate action and may proceed with disciplinary and/or legal action against any individual so involved.
2. In-service and Training
    - 2.1 In September and February of each year, all employees shall be made aware, by their immediate supervisor, of their responsibilities to respond to and report incidents of violence.
    - 2.2 The District will provide in-service opportunities annually which will include training in the areas of conflict resolution and intervention strategies for dealing with violent incidents.
3. What to do When a Violent Incident Occurs
    - 3.1 Where an employee has been trained in Crisis Prevention and Intervention (CPI) to respond to violence, threats of violence or similar situations, the employee's actions and responses will be guided by such training.

3.2 In the case where an employee is faced with violence or similar situation without said training, s/he is to remove him/herself from the situation immediately and report such incident as follows:

3.2.1 If an employee is involved in a violent incident where there is a continuing danger of violence, the police are to be notified using 911 procedures as appropriate. The immediate supervisor shall be informed immediately.

3.2.2 If an employee is involved in a violent incident where the immediate threat has passed, then the immediate supervisor shall be informed. The police will be notified through non-emergency procedures, if deemed appropriate by the supervisor.

3.2.3 When deciding on police involvement, the supervisor will assess whether the best interests of the child are being served while ensuring that employee safety has been addressed through appropriate actions/consequences including a threat assessment, using the “Threat Assessment Protocol”. The Threat Assessment Protocol is contained in the Critical Incident and Emergency Procedures Manual which is kept in the office of each school as well as Inclusive Learning.

3.2.4 An involuntary violent act by a student with special needs (e.g. autism spectrum disorder) will not be reported to the police however the supervisor will ensure that a threat assessment occurs.

3.2.5 Acts or threats of violence to employees shall be reported to the employee’s supervisor and, if any injury occurs, to the first aid attendant.

3.2.5.1 It is the responsibility of the employee to complete the Employee Incident Report form (Form 170-1) and where necessary assistance will be provided by his/her immediate supervisor.

3.2.5.2 The immediate supervisor must forward the report to the Director of Human Resources for review by the District Health and Safety Committee.

4. Notification of Potential Risk

4.1 The employer shall inform employees who may be exposed to the risk of violence of the nature and extent of the risk.

4.2 The duty to inform employees includes a duty to provide information and procedures related to the risk of violence from persons who have a history of violent behaviour and whom employees are likely to encounter in the course of their work.

4.3 In the case where a threat has come from a student the District will conduct a threat assessment of the offending student.

4.3.1 From that threat assessment where the level of threat is deemed that the student shall remain in school, a safety plan shall be completed and all employees who will interact with the student shall be informed of the safety plan and appropriate responses.

5. Threat Assessment of Potential for Violence by a Student

The assessment of students to determine the risk of violence towards staff and students can occur at any time throughout a student’s career in school. The following procedures address the assessment of risk of student violence.

5.1 New Student Intake

5.1.1 The Inclusive Learning Coordinators liaise with staff from preschools to determine if any new children coming into school present a risk of physical aggression.

5.1.2 Other students new to the District have a file review (conducted by the Counselor of Mainstream Support Teacher in the receiving school) to determine if they are at risk for aggressive behaviour.

5.1.3 Students with disabilities that may encompass challenging behaviours are identified to the appropriate school staff (Principal, Counselor or regular or resource room teacher).

5.1.4 If a student has an identified special need, Education Assistant (EA) time may be allocated by the Director or District Principal/Vice-Principal (P/VP) of Inclusive Learning.

5.1.5 If the student does not have an identified special need but is deemed at risk, by an Inclusive Learning Coordinator, to display aggressive behaviour, the Principal may apply to the Inclusive Learning Department for additional EA time.

5.2 Response to an Aggressive Incident

5.2.1 Upon an incident of aggression occurring school based staff will implement regular discipline procedures including: completion of the Employee Incident Report (Form 170-1) or a School Safety Report (Form 170-2) if no employee is involved, reviewing the incident with staff and determining a consequence for the behaviour.

5.2.2 If the incident involves a student with special needs, school staff will review the behaviour plan as identified in the student's Individual Education Plan (IEP) which will be found in the student's file in the school office.

5.2.3 Depending on the severity or frequency of the incident, the District P/VP of Inclusive Learning or an Inclusive Learning Coordinator may review the incident with school staff and make recommendations regarding changes including: changes to an existing behavioural program, developing a Safety Plan specific for the student to be kept in the student's file; and new or refresher training for staff (e.g., CPI training).

5.3 Threat Assessment

5.3.1 All threats are taken seriously.

5.3.2 The District Principal/Vice-Principal of Inclusive Learning:

5.3.2.1 Provides in-service targeted to specific staff or made available to all staff through Pro-D programs on threat assessment each year.

5.3.2.2 Maintains the Threat Assessment Protocol which is used to determine the level of risk associated with a threat. The Threat Assessment Protocol is located in the Critical Incident and Emergency Procedures Manual.

5.3.3 The District Threat Assessment team is available through Inclusive Learning to assist with determining the risk of any threat making behaviour and develop a student plan where necessary.

5.3.4 Requests for assistance of the District Threat Assessment team are to be made by the Principal or site supervisor.

5.4 Documentation

5.4.1 Employee Incident Reports (Form 170-1) or School Safety Reports (Form 170-2), if no employee is involved, are to be given to the immediate supervisor.

5.4.2 If an incident occurs involving a student with special needs, a copy of the report is also to be sent to the District Principal/Vice-Principal of Inclusive Learning.

5.4.3 Individual Education Plan Students

5.4.3.1 Most students with aggressive behaviours will have an IEP that includes a goal on behaviour.

5.4.3.2 The goal will set the desired behaviour to be attained, positive strategies to assist with reducing the problem behaviour, a form of data collection to determine the efficacy of the behavioural program, and a review date.

5.4.4 Student Safety Plan

5.4.4.1 Is written by school staff in response to an act of aggression or because of a perceived risk of aggression by a student.

5.4.4.2 Includes a review of precursors to the behaviour, a clear description of the behaviour, and the immediate consequences.

5.4.4.3 Determines the most effective pro-active strategies to eliminate the behaviour and details a reactive plan in the event of aggressive behaviour occurring again.

5.4.4.4 Includes a review date.

5.5 Education Assistant Training

5.5.1 Students who pose a threat of aggressive behaviour shall have some support of an Education Assistant (EA).

5.5.2 Students who are known to present aggressive behaviours are assigned EA staff who have been determined qualified to work in the “behavioural” classification. EA’s in this classification have a level of training and experience higher than other EA classifications.

5.5.3 Staff working with students with aggression will be provided with training in “Non Violent Crisis Intervention”. This training includes both verbal de-escalation skills and skills in physical restraint.

5.5.4 Staff working with students with autism will be given training in Autism Spectrum Disorders and may also receive training in Applied Behaviour Analysis to better enable them to predict and manage challenging behaviours.

6. Sexual Harassment

6.1 All employees have the right to work in an environment free from sexual harassment

6.2 Any incidents of sexual harassment shall be reported in writing.

6.3 All such allegations shall be investigated and, where necessary, appropriate action shall be taken.

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

Revised: September 2018

THREAT ASSESSMENT SCREENING AND REPORTING

LEVEL 1

The School Threat Assessment Team will initiate a Level 1 Threat Assessment Screening *when a student makes a threat, or if there is **concern** that a student may be about to act out violently or has acted out violently*. Information is to be shared amongst all members of the Building Team, as this is essential to the effectiveness of the Threat Assessment Screening and to the development of an Intervention Plan. The School Threat Assessment Team is directed by the School's Threat Assessment Coordinator and consists of:

- Administrator (Principal, Vice-Principal)
- School Police Liaison Officer
- School Counselor
- Teacher or other person who knows the student

This Threat Assessment Screening will guide your inquiry, document concerns, and help you develop an Intervention Plan to maximize student safety. Contact administrative officers as necessary for guidance. ***Actively seek*** information from:

- Current and previous school/discipline records
- Law Enforcement, Probation, Diversion, etc.
- Interviews with school staff, students, parents, the target of the threat, the student of concern
- Searches of the student(s), lockers, and cars
- Other agencies: mental health, human services, etc.
- Activities: internet histories, diaries, notebooks
- Parent/Guardian interview: offer support, seek their help in understanding, clarify interest in/access to weapons

THE INTERVENTION MUST BE DEVELOPED IN A TIMELY MANNER. STUDENTS WHO ARE SUSPENDED FROM SCHOOL DURING THE THREAT ASSESSMENT PROCESS MUST RETURN TO SCHOOL WITHIN FIVE DAYS, UNLESS THE ASSESSMENT INDICATES OTHERWISE.

Step 1: Make Sure All Students Are Safe

- Appropriately detain the student(s).
- If there is imminent danger; call the Delta Police School Liaison Officer.
- Do not allow access to coats, backpacks, or lockers.

Step 2: Notify the Student's Parents(s) or Guardian(s) of threat makers and targets(s)

- Parents/guardians have been notified of the situation and this screening.
- Parents/guardians have NOT been notified because:
- Notify District Threat Assessment Team (Inclusive Learning). If unavailable, continue with Threat Assessment Screening.

Step 3: Interview witnesses including all participants directly and indirectly involved.

- If threat maker is unknown, proceed to Step 5.

Step 4: Initiate the Level 1 Threat Assessment Screening

The purpose of this process is to determine whether a student poses a threat to the safety of others. Does the student appear to have the resources, intent, and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Step 5: Review Findings with the School Threat Assessment Team

Convene the School Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: *"To what extent does the student pose a threat to school/student safety?"*

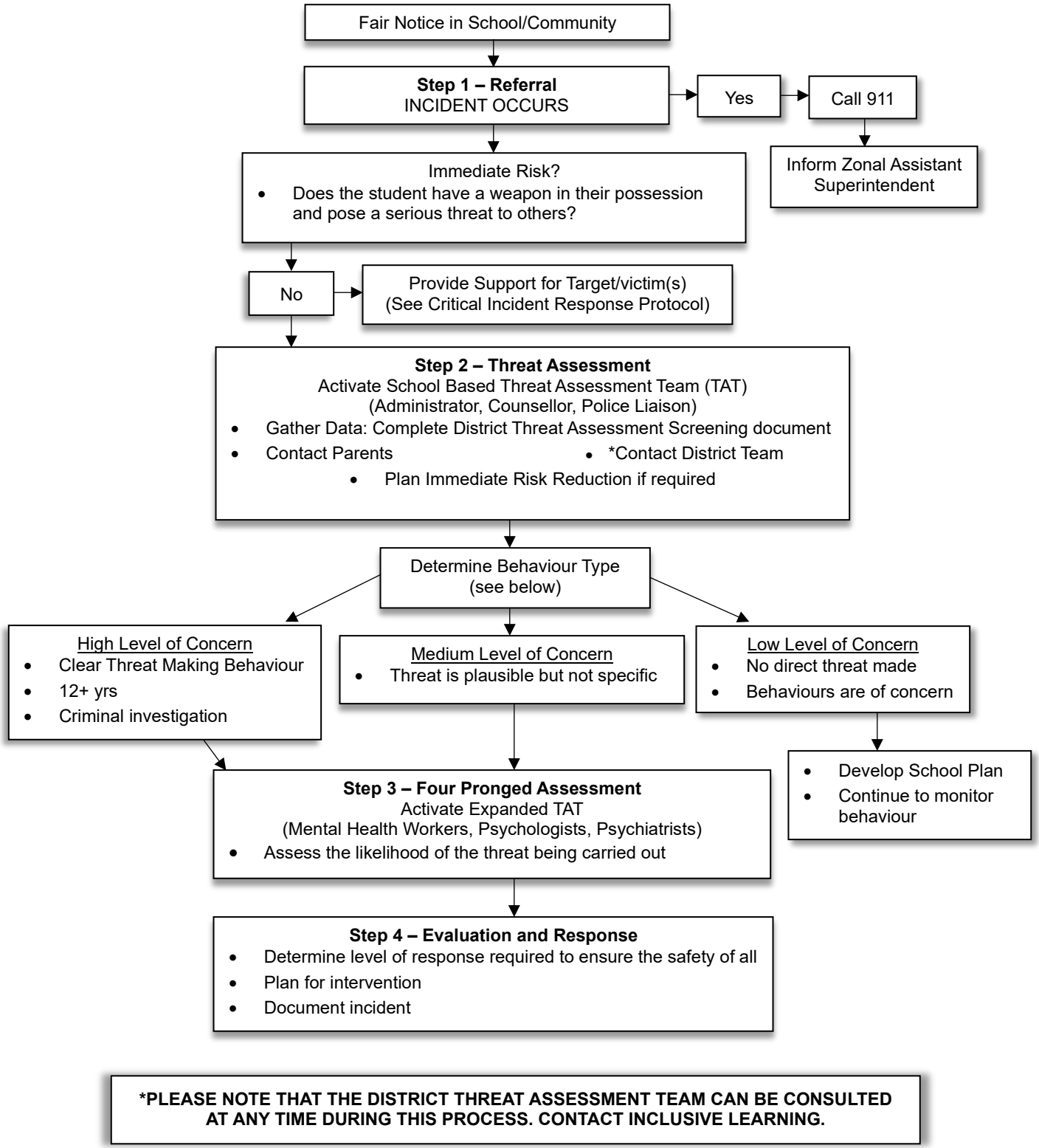
Step 6: Decide on a Course of Action

With the input of all School Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

Step 7: Develop an Intervention Plan

Step 8: FAX completed screening document and Note to File document to the District Threat Assessment Coordinator at (604) 946-7803 or email to: jangelidis@deltasd.bc.ca

THREAT ASSESSMENT PROTOCOL – FLOW CHART



ASSESSING HIGH RISK STUDENT BEHAVIOUR

The following procedures will guide our practice in dealing with high risk student behaviour. We will respond to all threats following the guidelines below:

1. All District employees having knowledge of threat making behaviour must promptly report the information to the Principal or designate.
2. School personnel have received training in threat assessment. As a result all schools have the capacity to conduct an initial review of information to determine what further steps need to be taken. (If necessary, complete Form 170-3 – Threat Assessment Reporting Document) The school team would be comprised of administrators, counsellors, school psychologists and School Liaison Police Officers, as needed.
3. If the school needs assistance in assessing risk, they may call the District team which consists of the Zone Superintendent, a representative from Inclusive Learning and other counsellors or administrators, as needed, along with an expanded school team, e.g. learning assistance teachers, multicultural workers, Indigenous support workers, teaching assistants, etc.
4. If the data indicates that the student in question poses a threat, the School Team may invite community partners trained in threat assessment to assist with an intervention plan. The Community Team may include the police, representatives from Child and Youth Mental Health, the Ministry for Children and Family Development, Adolescent Crisis Response, Deltassist Family and Community Services, forensic psychologists and physicians.

NOTE: At any point in this process the school may consult with the Zone Superintendent or a Representative from Inclusive Learning.

CRITICAL INCIDENT AND PRIVACY BREACH PROCEDURE

Background

The District is committed to ensuring the protection and security of all personal information within its control. That commitment includes responding effectively and efficiently to privacy breach incidents that may occur.

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

Procedures

1. Scope & Responsibility

   All staff of the District are expected to be aware of and follow this Procedure in the event of a privacy breach. This Procedure applies to all employees, contractors, and volunteers of the District ("Staff").

2. Responsibility of the Head

   The administration of this Procedure is the responsibility of the Secretary Treasurer of the School District, who is the "head" of the District for all purposes under FIPPA (the "Head"). The Head may delegate any of their powers under this Procedure or FIPPA to other District Personnel by written delegation.

3. Definitions

   3.1 "Head" means the Secretary Treasurer and includes any person to whom the Head has delegated their powers by written instrument.

   3.2 "Personal Information" means any recorded information about an identifiable individual that is within the control of the School District and includes information about any student or any Staff member of the School District. Personal Information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work.

   3.3 "Privacy Breach" means the theft or loss of or the collection, use or disclosure of Personal Information not authorized by FIPPA, and includes cyber and ransomware attacks and other situations where there are reasonable grounds to believe that any such unauthorized activities have taken place or there is a reasonable belief that they will take place.

   3.4 "Privacy Officer" means the person designated by the Head as Privacy Officer for the School District.

   3.5 "Records" means books, documents, maps, drawings, photographs, letters, vouchers, papers. and any other thing on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or other mechanism that produces records.

   3.6 "Staff" means the employees, contractors, and volunteers of the School District.

4. Responsibilities of Staff

   4.1 All Staff must without delay report all actual, suspected or expected Privacy Breach incidents of which they become aware in accordance with this Procedure. All Staff have a legal responsibility under FIPPA to report Privacy Breaches to the Head.

4.2 Privacy Breach reports may also be made to the Privacy Officer, who has delegated responsibility for receiving and responding to such reports.

4.3 If there is any question about whether an incident constitutes a Privacy Breach or whether the incident has occurred, Staff should consult with the Privacy Officer.

4.4 All Personnel must provide their full cooperation in any investigation or response to a Privacy Breach incident and comply with this Procedure for responding to Privacy Breach incidents.

4.5 Any member of Staff who knowingly refuses or neglects to report a Privacy Breach in accordance with this Procedure may be subject to discipline, up to and including dismissal.

5. Privacy Breach Response

5.1 Step One – Report and Contain

5.1.1 Upon discovering or learning of a Privacy Breach, all Staff shall:

5.1.1.1 Immediately report the Privacy Breach to the Head or to the Privacy Officer.

5.1.1.2 Take any immediately available actions to stop or contain the Privacy Breach, such as by:

5.1.1.2.1 isolating or suspending the activity that led to the Privacy Breach; and

5.1.1.2.2 taking steps to recover Personal Information, Records or affected equipment.

5.1.1.3 preserve any information or evidence related to the Privacy Breach in order to support the School District's incident response.

5.1.2 Upon being notified of a Privacy Breach the Head or the Privacy Officer in consultation with the Head, shall implement all available measures to stop or contain the Privacy Breach. Containing the Privacy Breach shall be the first priority of the Privacy Breach response, and all Staff are expected to provide their full cooperation with such initiatives.

5.2 Step Two – Assessment and Containment

5.2.1 The Privacy Officer shall take steps to, in consultation with the Head, contain the Privacy Breach by making the following assessments:

5.2.1.1 the cause of the Privacy Breach;

5.2.1.2 if additional steps are required to contain the Privacy Breach, and, if so, to implement such steps as necessary;

5.2.1.3 identify the type and sensitivity of the Personal Information involved in the Privacy Breach, and any steps that have been taken or can be taken to minimize the harm arising from the Privacy Breach;

5.2.1.4 identify the individuals affected by the Privacy Breach, or whose Personal Information may have been involved in the Privacy Breach.

5.2.1.5 determine or estimate the number of affected individuals and compile a list of such individuals, if possible; and

5.2.1.6 make preliminary assessments of the types of harm that may flow from the Privacy Breach.

5.2.2 The Head, in consultation with the Privacy Officer, shall be responsible to, without delay, assess whether the Privacy Breach could reasonably be expected to result in significant harm to individuals ("Significant Harm"). That determination shall be made with consideration of the following categories of harm or potential harm:

5.2.2.1 bodily harm;

5.2.2.2 humiliation;

5.2.2.3 damage to reputation or relationships;

5.2.2.4 loss of employment, business or professional opportunities;

5.2.2.5 financial loss;

5.2.2.6 negative impact on credit record,

5.2.2.7 damage to, or loss of, property,

5.2.2.8 the sensitivity of the Personal Information involved in the Privacy Breach; and

5.2.2.9 the risk of identity theft.

5.3 Step Three – Notification

5.3.1 If the Head determines that the Privacy Breach could reasonably be expected to result in Significant Harm to individuals, then the Head shall make arrangements to:

5.3.1.1 report the Privacy Breach to the Office of the Information and Privacy Commissioner; and

5.3.1.2 provide notice of the Privacy Breach to affected individuals, unless the Head determines that providing such notice could reasonably be expected to result in grave or immediate harm to an individual's safety or physical or mental health or threaten another individual's safety or physical or mental health.

5.3.1.3 If the Head determines that the Privacy Breach does not give rise to a reasonable expectation of Significant Harm, then the Head may still proceed with notification to affected individual if the Head determines that notification would be in the public interest or if a failure to notify would be inconsistent with the School District's obligations or undermine public confidence in the School District.

5.3.1.4 Determinations about notification of a Privacy Breach shall be made without delay following the Privacy Breach, and notification shall be undertaken as soon as reasonably possible. If any law enforcement agencies are involved in the Privacy Breach incident, then notification may also be undertaken in consultation with such agencies.

5.4 Step 4 – Prevention

The Head, or the Privacy Officer in consultation with the Head, shall complete an investigation into the causes of each Breach Incident reported under this Procedure, and shall implement measures to prevent recurrences of similar incidents.

6. Contact Information

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

PERSONAL INFORMATION MANAGEMENT PROGRAM

Background

As a public body that is subject to the British Columbia *Freedom of Information and Protection of Privacy Act* (the "Act" or FIPPA"), the District is committed to upholding the principles of privacy, transparency, and accountability. This means that the District recognizes the fundamental importance of maintaining the privacy and security of the personal information that it collects, uses, and discloses in the course of its operations and programs. The District also acknowledges and supports transparency with the community by facilitating access to District records and information in accordance with the requirements of the Act.

Procedures

1. Definitions

   Where used in this Procedure, the following terms have the following meanings:

   1.1 "Consent" means express written consent to the collection, use or disclosure of personal information;

   1.2 "FIPPA" means the BC *Freedom of Information and Protection of Privacy Act*, and regulations thereto;

   1.3 "Head" means the Secretary-Treasurer, and includes any person to whom the Head has delegated (in writing) their powers to act as Head;

   1.4 "Personal Information" means recorded information about an identifiable individual, but excludes a person's business contact information;

   1.5 "Procedures" means procedures enacted by the District under its Privacy Policy;

   1.6 "Records" include any paper or electronic media used to store or record information, including all paper and electronic records, books, documents, photographs, audio or visual recordings, computer files, email and correspondence;

   1.7 "Staff" means all persons employed or engaged by the District to carry out its operations and includes independent contractors and volunteers.

2. Principles

   School District Staff are responsible for:

   2.1 making reasonable efforts to familiarize themselves with this Procedure and the requirements of FIPPA, including by participating in privacy training initiatives offered by the School District;

   2.2 following responsible information management practices to ensure that the District collects, uses, and discloses Personal Information in compliance with FIPPA and other applicable laws;

   2.3 seeking at all times to protect Personal Information against unauthorized collection, use and disclosure, including by limiting the sharing of sensitive Personal Information on a need-to-know basis;

   2.4 cooperating with District procedures to facilitate the appropriate release of Records within its custody or control in response to access requests received from members of the community under FIPPA;

2.5 cooperating with District procedures for the completion of privacy impact assessments; and

2.6 reporting privacy breaches to the District in accordance with the School District's Procedures.

3. Accountability

3.1 The Secretary-Treasurer is the "head" of the District for the purposes of FIPPA and is responsible for the implementation of this Procedure.

3.2 The Head is responsible to appoint, oversee and, if appropriate, delegate responsibility to a Privacy Officer for the District to supervise its Personal Information management program.

4. Commitment to Privacy Protection:

4.1 The District protects the privacy of students, staff, and individuals whose Personal Information it collects, uses, shares, and retains, and expects all Staff to follow responsible information management practices to ensure that the District fully complies with its obligations under FIPPA and other applicable laws.

4.2 The District and Staff respect the privacy and confidentiality of Personal Information entrusted to them in the course of their duties, and collects, uses, and discloses Personal Information only where authorized by FIPPA.

5. Purpose for Collecting Personal Information

5.1 The District communicates the purposes for which Personal Information is collected at or before the time the information is collected, unless otherwise permitted or required by FIPPA.

5.2 In the ordinary course of carrying out its programs and activities, the District collects Personal Information of its students for purposes including:

5.2.1 registration, enrollment, and transfer of students;

5.2.2 to provide and deliver educational programs and services;

5.2.3 to accommodate students with special needs;

5.2.4 to communicate with students and respond to inquiries or complaints;

5.2.5 to prepare and provide assessments of student performance;

5.2.6 to supervise and ensure the safety and security of the District (such as through the use of video surveillance);

5.2.7 to investigate and respond to accidents, safety events, misconduct and similar incidents;

5.2.8 to ensure compliance with applicable District bylaws, policies and other laws;

5.2.9 to make all required reports and filings to the Ministry of Advanced Education; and

5.2.10 for other purposes set out in the Procedures or required under applicable laws.

6. In the ordinary course of carrying out its employment programs and activities, the District collects the Personal Information of prospective, current, and former Staff for purposes including:

    6.1 hiring and recruitment;

    6.2 to manage and administer the employment relationship;

    6.3 to communicate with authorized union representatives;

    6.4 to administer employment compensation and benefits;

    6.5 to evaluate performance and manage disciplinary incidents;

    6.6 to supervise and ensure the safety and security of the District (such as through the use of video surveillance);

    6.7 to investigate and respond to accidents, safety events, misconduct and similar incidents;

    6.8 to ensure compliance with applicable District policies and other applicable laws; and

    6.9 for other purposes set out in the Procedures or required under applicable laws.

7. Collection, Use and Disclosure of Personal Information:

    7.1 The District limits the Personal Information it collects to information to what is related to and necessary in order to carry out its programs and activities or for other purposes authorized by FIPPA.

    7.2 The District seeks to collect Personal Information by fair, lawful and transparent means, including by collecting Personal Information directly from the individual, except where otherwise authorized by FIPPA.

    7.3 The District seeks to inform individuals from whom it collects Personal Information the purposes for which the information is being collected, the legal authority for collecting it and the name and contact information of someone at the District who can answer questions about the collection and use of the information;

    7.4 The District limits the internal and external use and sharing of Personal Information to what is required and authorized by FIPPA or consented to by the individual;

    7.5 The District only uses or discloses Personal Information for the purpose for which it was collected, except with the individual’s consent or as otherwise required or permitted by FIPPA or other laws.

8. Securing Personal Information:

    8.1 The District protects Personal Information by ensuring it has reasonable security safeguards in place which are appropriate to the sensitivity of the information. Such security safeguards shall include consideration of physical security, organizational security, and electronic security.

    8.2 All Staff have a duty to protect the privacy and security of Personal Information collected and used by them as part of their ongoing employment responsibilities, including by complying with the terms of this Procedure, and all related Procedures.

    8.3 The District provides training to all Staff to ensure they have the requisite knowledge to ensure compliance with the terms of this Procedure and the FIPPA.

9. Retention:

    9.1 The District does not seek to retain Personal Information longer than necessary to satisfy the District's applicable operational, instructional, financial, and legal needs.

    9.2 Personal information that is no longer required for either administrative, operational, financial, legal, or historical purposes shall be securely destroyed in a confidential manner in accordance with District policies and approved record retention protocols.

10. Accuracy and Correction:

    10.1 The District shall make reasonable efforts to ensure the accuracy of the Personal Information that they collect and use in the course of performing their duties.

    10.2 Individuals have the right to request the correction of their Personal Information, and the District will receive and respond to such requests in accordance with the FIPPA and School District Procedures.

11. Access to Information:

    11.1 The District supports appropriate transparency and accountability in its operations by making information available to the public as permitted or required under FIPPA.

    11.2 The Head shall, on at least an annual basis, consider and designate categories of Records that will be made available to the public without the need to make a request in accordance with FIPPA.

    11.3 The District recognizes that individuals may make requests for access to Records within the custody and control of the District, and the District will respond to such requests in accordance with FIPPA and the Procedures.

    11.4 The District recognizes that individuals have a right to access their own Personal Information within the custody and control of the District and will facilitate such access in accordance with the requirements of FIPPA.

12. Complaints and Inquiries

    12.1 Questions or complaints about the District's information management practices should be directed to the Privacy Officer at <insert contact information>.

    12.2 The District will respond to all complaints in writing.

PRIVACY IMPACT ASSESSMENTS

Background

The District is responsible for ensuring that it protects the Personal Information within its custody and control, including by complying with the provisions of the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). FIPPA requires that the District conduct a Privacy Impact Assessment ("PIA") to ensure that all collection, use, disclosure, protection and processing of Personal Information by the District is compliant with FIPPA.

A Privacy Impact Assessment (PIA) is an in-depth review of any new or significantly revised initiative, project, activity, or program to ensure that it is compliant with the provisions of FIPPA, to identify and mitigate risks arising from the initiative and to ensure that the initiative appropriately protects the privacy of individuals.

The purpose of this Procedure is to set out the District 's process for conducting PIAs in accordance with the provisions of FIPPA.

Procedures

1. Scope & Responsibility

   This Procedure applies to all new and significantly revised Initiatives of the District.

   All employees of the District are expected to be aware of and follow this Procedure in the event that they are involved in a new or significantly revised Initiative.

   Departments and management employees are responsible to plan and implement new or significantly revised Initiatives in accordance with the requirements of this Procedure.

2. Definitions

   2.1 "Employees" means the employees, contractors, and volunteers of the District.

   2.2 "Head" means the Secretary-Treasurer of the District or any person to whom the Secretary-Treasurer has delegated their powers under this Procedure.

   2.3 "Initiative" means any enactment, system, project, program, or activity of the School District;

   2.4 "Personal information" means any recorded information about an identifiable individual that is within the control of the District and includes information about any student or any Employee of the District. Personal Information does not include business contact information, such as email address and telephone number, that would allow a person to be contacted at work.

   2.5 "PIA" means a Privacy Impact Assessment performed in accordance with the requirements of FIPPA;

   2.6 "Privacy Officer" means the person who has been designated by the Head as the Privacy Officer for the District.

   2.7 "Responsible Employee" means the Department Head or other Employee who is responsible for overseeing an Initiative, and in the event of doubt, means the Employee designated in the PIA as the Responsible Employee.

2.8 "Supplemental Review" means an enhanced process for reviewing the privacy and data security measures in place to protect sensitive Personal Information in connection with an Initiative involving the storage of Personal Information outside of Canada.

3. Responsibilities of the Head

The administration of this Procedure is the responsibility of the Secretary Treasurer, who is the "Head" of the District for all purposes under FIPPA. The Head may delegate any of their powers under this Procedure or FIPPA to other School District Employees by written delegation.

4. Responsibilities of the Privacy Officer

The Privacy Officer is responsible to, in consultation with the Head, ensure that all PIAs and Supplemental Reviews are completed in accordance with the requirements of FIPPA and this Procedure.

5. Responsibilities of All Employees

5.1 Any Employees responsible for developing or introducing a new or significantly revised Initiative that involve or may involve the collection, use, disclosure, or processing of Personal Information by the District must report that Initiative to the Privacy Officer at an early stage in its development.

5.2 All Employees involved in a new or significantly revised Initiative will cooperate with the Privacy Officer and provide all requested information needed to complete the PIA.

5.3 All Employees will, at the request of the Privacy Officer, cooperate with the Privacy Officer in the preparation of any other PIA that the Privacy Officer decides to perform.

6. The Role of the Responsible Employee

6.1 Responsible Employees are responsible for:

6.1.1 ensuring that new and significantly revised Initiatives for which they are the Responsible Employee are referred to the Privacy Officer for completion of a PIA;

6.1.2 supporting all required work necessary for the completion and approval of the PIA;

6.1.3 being familiar with and ensuring that the Initiative is carried out in compliance with the PIA; and

6.1.4 requesting that the Privacy Officer make amendments to the PIA when needed and when significant changes to the initiative are made.

7. Initiatives involving the Storage of Personal Information outside of Canada.

7.1 Employees may not engage in any new or significantly revised Initiative that involves the storage of Personal Information outside of Canada until the Privacy Officer has completed and the Head has approved a PIA and any required Supplemental Review.

7.2 The Responsible Employee or Department may not enter into a binding commitment to participate in any Initiative that involves the storage of Personal Information outside of Canada unless any required Supplemental Review has been completed and approved by the Head.

7.3 It is the responsibility of the Privacy Officer to determine whether a Supplemental Review is required in relation to any Initiative, and to ensure that the Supplemental Review is completed in accordance with the requirements of FIPPA.

7.4 The Head is responsible for reviewing and, if appropriate, approving all Supplemental Reviews and in doing so must consider risk factors including:

7.4.1 the likelihood that the Initiative will give rise to an unauthorized, collection, use, disclosure, or storage of Personal Information;

7.4.2 the impact to an individual of an unauthorized collection, use, disclosure, or storage of Personal Information;

7.4.3 whether the Personal Information is stored by a service provider;

7.4.4 where the Personal Information is stored;

7.4.5 whether the Supplemental Review sets out mitigation strategies proportionate to the level of risk posted by the Initiative.

7.5 Approval of a Supplemental Review by the Head shall be documented in writing.

8. Contact Information

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

9. Related Acts and Regulation

School District and Institute Act

Freedom of Information and Protection of Privacy Act (FIPPA)

10. Supporting References, Policies, Procedures and Forms

Privacy Policy

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Background

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

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

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

Procedures

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

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

COLLECTION, USE AND DISCLOSURE OF PERSONAL INFORMATION

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

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

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

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

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

Definitions

PERSONAL INFORMATION – means recorded information about an identifiable individual including:

- The individual's name, address or telephone number
- The individual's race, national or ethnic origin, colour, or religious or political beliefs or associations
- The individual's age, sex, sexual orientation, marital status or family status
- An identifying number, symbol or other particulars assigned to the individual
- The individual's fingerprints, blood type or inheritable characteristics
- Information about the individual's health care history, including a physical or mental disability
- Information about the individual's educational, financial, criminal or employment history
- Anyone else's opinions about the individual and individual's personal views or opinions except if they are about someone else

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

VIDEO SURVEILLANCE

Background

To enhance the safety of students and others on school premises and deter destructive acts, the District authorizes the use of video surveillance equipment on District property and buses supporting District activities, where circumstances have shown that it is necessary for these purposes and its benefit outweighs its impact on the privacy of those observed.

In dealing with surveillance of students, the District recognizes both its legal obligation to provide appropriate levels of supervision in the interests of student safety and the fact that students have privacy rights that are reduced but not eliminated while the students are under the supervision of the school.

Video surveillance, like other forms of student supervision, must be carried out in a way that respects student privacy rights.

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

Procedures

1. General
    - 1.1 Video cameras may be used to monitor and/or record.
    - 1.2 Video surveillance camera locations must be authorized by the Principal/Site Manager or by the Superintendent or designate.
        - 1.2.1 The School Parent Advisory Council of an affected school must be consulted and must approve of any permanent video surveillance camera installation and proposed locations before any authorization is granted.
        - 1.2.2 Any change in camera location must be authorized in the same manner.
    - 1.3 Before video surveillance is introduced at a new site, a report must be provided to the Superintendent describing the circumstances that indicate the necessity of having surveillance at that site, including a discussion of less invasive alternatives.
    - 1.4 Video surveillance may be used at times and places where vandalism, safety or security issues are likely to occur.
    - 1.5 Public notification signs, clearly written and prominently displayed, must be in place in areas that are subject to video surveillance.
        - 1.5.1 Any exception to this, such as for a time-limited specific investigation into criminal conduct, must be authorized by the Superintendent on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the persons likely to be observed.
        - 1.5.2 Covert surveillance may not be authorized on an ongoing basis.

1.6 Video surveillance is not to be ordinarily used in locations where appropriate confidential or private activities/functions are routinely carried out (e.g. bathrooms, private conference/meeting rooms).

1.6.1 Any exception to this must be authorized by the Superintendent on the grounds that no other supervision option is feasible and that the need is pressing and outweighs the privacy interest of the student or other person likely to be observed.

1.6.2 Surveillance of such locations may not be authorized on an ongoing basis.

1.7 Temporary installations of video surveillance cameras for specific investigative purposes do not require the approval of the School Parent Advisory Council.

2. Security

2.1 Video cameras will be installed only by a designated employee or agent of the District.

2.1.1 Only designated employees or agents and the Principal/Site Manager shall have access to the key that opens the camera boxes.

2.1.2 Only designated employees shall handle the camera or recordings.

2.2 Video recordings shall be stored in a locked filing cabinet in an area to which students and the public do not normally have access.

2.3 Recordings may never be sold, publicly viewed or distributed in any other fashion except as provided for by this administrative procedure and appropriate legislation.

3. Real Time Monitoring

3.1 Real time monitoring generally takes place during periods when staff and students are in the building, for the purpose of identifying problems that require immediate intervention and for the safety of people on the premises.

3.2 The monitor will be located in the administrative office area under the direct supervision of the office staff.

4. Viewing of Recordings

4.1 Monitors used to view recordings are not to be located in a position that enables public viewing.

4.2 Recordings may only be viewed by the Principal/Site Manager or individual authorizing camera installation, by parents and students (see 4.4 below), or by District staff with a direct involvement with the recorded contents of the specific recording, or employees or agents responsible for the technical operations of the system (for technical purposes only).

4.3 If an employee or student is facing any disciplinary action, s/he may authorize his/her union representative or other advocate to also view the recording.

4.4 Parents or guardians requesting to view a segment of a recording that includes their child/children may do so.

4.5 Students may view segments of a recording relating to themselves if they are capable of exercising their own access to information rights under the Freedom of Information and Protection of Privacy Act.

4.6 Student/parent/guardian viewing must be done in the presence of the Principal or designate.

4.7 A student, parent or guardian has the right to request an advocate to be present.

4.8 Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the Freedom of Information and Protection of Privacy Act.

5. Retention of Recordings

5.1 Where an incident raises a prospect of a legal claim against the District, the recording, or a copy of it, shall be sent to the District's insurers.

5.2 Recordings shall be erased within one (1) month unless they are being retained at the request of the Principal/Site Manager, Superintendent or designate, employee, parent or student for documentation related to a specific incident, or are being transferred to the District's insurers.

5.3 Recordings retained under 5.2 shall be erased as soon as the incident in question has been resolved, except that if the tape has been used in the making of a decision about an individual; the tape must be kept for a minimum of one (1) year as required by the Freedom of Information and Protection of Privacy Act unless earlier erasure is authorized by or on behalf of the individual.

6. Review

6.1 Each Principal/Site Manager is responsible for the proper implementation and control of the video surveillance system.

6.2 An annual review of each video surveillance system must be undertaken that assesses if the installation and operation of the system is accomplishing its intended purpose (protecting safety of individuals and their belongings, or school property).

6.3 The Superintendent or designate shall conduct a review at least annually to ensure that this administrative procedure is being adhered to and to make a report to the Board on the use of video surveillance in the District.

7. Improper Use

7.1 Video surveillance is to be restricted to the uses indicated in this administrative procedure.

7.2 The District will not accept the improper use of video surveillance and will take appropriate action in any cases of wrongful use of this administrative procedure.

Reference: Sections 8.2, 20, 22, 65, 74.01, 85 *School Act*
Freedom of Information and Protection of Privacy Act
School Regulation 265/89

SCHOOL BUS VIDEO SURVEILLANCE

Background

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

Procedures

1. Notice to Students and Parents
    - 1.1 If a video surveillance system is in place on school buses, the District will advise students and parents.
    - 1.2 On any bus equipped for video camera operation, one (1) or more decals advising that a camera system is in place will be prominently displayed on the interior of the bus.
    - 1.3 Students will also be advised verbally by the bus driver.
    - 1.4 On any route where the regular assigned bus has been equipped for video camera operation, parents will be advised by bulletin prior to the camera being utilized.
    - 1.5 Notices will include contact information for the Superintendent or designate as the person who can answer questions about the operation of the surveillance system.
2. Access to Cameras
    - 2.1 Only supervisory staff and designated technical staff of the District and/or busing service provider shall have access to the key that opens the camera boxes.
    - 2.2 Only designated employees shall handle the camera or recordings.
3. Storage of Recordings
    - 3.1 Recordings shall be removed from the bus immediately after completion of the bus run.
    - 3.2 Recordings shall be stored in a locked filing cabinet within the office of the service provider.
    - 3.3 Recordings shall not be edited or selectively erased. Tapes or discs are to be kept intact until totally erased or destroyed.
4. Viewing of Recordings
    - 4.1 Monitors for viewing recordings shall not be located in a position that enables public viewing.
    - 4.2 Any parent or legal guardian is entitled to view a recording, which includes his or her child/children.
    - 4.3 Students may view segments of recordings relating to themselves, if they are capable of exercising their own access to information rights under the *Freedom of Information and Protection of Privacy Act*.
    - 4.4 A student, parent or guardian has the right to request an advocate to be present.

4.5 Viewing may be refused or limited where viewing would be an unreasonable invasion of a third party's personal privacy, would give rise to a concern for a third party's safety, or on any other ground recognized in the *Freedom of Information and Protection of Privacy Act*.

4.6 Viewing will take place only at the office of the service provider or at the school on appointment with and in the presence of the appropriate District officials.

4.7 Recordings shall not be shown to anyone other than District staff, bus service providers or the parents/guardians of the students involved, or the students themselves.

4.8 Only those District employees with a direct involvement with the recorded contents of the specific videotape shall be permitted to view it.

5. Retention of Recordings

5.1 Recordings shall be erased within one (1) month unless they are being retained at the request of the Superintendent or designate, driver or parent/student for documentation related to a specific incident, or sent to the District's insurers as set out in 5.3.

5.2 Recordings retained under 5.1 shall be erased as soon as the incident in question has been resolved, except that if the recording has been used in the making of a decision about an individual, the recording must be kept for a minimum of one (1) year as required by the *Freedom of Information and Protection of Privacy Act* unless earlier erasure is authorized by or on behalf of the individual.

5.3 Where an incident raises a prospect of a legal claim against the District, the recording, or a copy of it, shall be sent to the District's insurers.

6. Review

6.1 The management of the bus service provider is responsible for the proper implementation and control of the video surveillance system.

6.2 The Superintendent or designate shall be responsible for conducting a review at least annually to ensure that this administrative procedure is being adhered to and to make a report to the Board.

7. Improper Use

7.1 Video monitoring is to be restricted to the uses indicated in this administrative procedure.

7.2 The District will not accept the improper use of video surveillance and will take appropriate action in any cases of wrongful use of this administrative procedure.

Reference: Sections 22, 65, 74.01, 85 *School Act*
Freedom of Information and Protection of Privacy Act

Public Interest Disclosure Policy

Definitions

Capitalized terms in this Procedure have the meanings set out in Policy 24 - Public Interest Disclosure, and the following additional terms shall have the following meanings.

1. "Designated Officer" means the Superintendent and any other senior member of the School District designated by the Superintendent from time to time, which includes, in accordance with section V. of this Procedure, the Secretary Treasurer, the Director of Employee Services, and the Chair of the Board of Education;
2. "Disclosure Form" means the form attached to this Procedure as Form 183-1;
3. "Ombudsperson" means the Ombudsperson of British Columbia;
4. "Policy" means the School District's Public Interest Disclosure Policy;
5. "Protection Official" means:
   - 5.1 in respect of a health-related matter, the provincial health officer,
   - 5.2 in respect of an environmental matter, the agency responsible for the *Emergency Program Act*, or
   - 5.3 in any other case, a police force in British Columbia.
6. "Respondent" means a person against whom allegations of Wrongdoing, or a complaint of reprisal is made;
7. "School" means:
   - 7.1 a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction
   - 7.2 the teachers and other staff members associated with the unit, and
   - 7.3 the facilities associated with the unit,

   and includes a Provincial resource program and a distributed learning school operated by a board;
8. "Supervisor" includes
   - 8.1 an Employee's direct management supervisor,
   - 8.2 for School-based Employees, the Principal or any Vice-Principal at the School where the Employee is assigned; and
   - 8.3 for Trustees, the Board Chair or the Superintendent;
9. "Urgent Risk" arises when there is a reasonable belief that a matter constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.

Who May Make a Disclosure

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

2. Any Trustee may report Wrongdoing under this Policy if the alleged Wrongdoing occurred or was discovered while the Trustee was holding office.

3. Reports received from members of the public or from Employees or Trustees who were not employed by or held office with the School District at the time that the alleged Wrongdoing occurred or was discovered are outside the scope of Policy 24 – Public Interest Disclosure and this Procedure.

How to Make a Disclosure

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

   1.1 that person's Supervisor;

   1.2 the Superintendent;

   1.3 a Designated Officer other than the Superintendent; or

   1.4 The Ombudsperson.

2. A Disclosure should be submitted in writing using Public Interest Disclosure Form 183-1 or another written form, and include the following information if known:

   2.1 a description of the Wrongdoing;

   2.2 the name of the person(s) alleged to be responsible for or to have participated in the Wrongdoing;

   2.3 the date or expected date of the Wrongdoing;

   2.4 if the Wrongdoing relates to an obligation under a statute or enactment, the name of that statute or enactment; and

   2.5 whether the Wrongdoing has already been reported, and if so, to whom and a description of the response received.

   2.6 A Disclosure may be submitted to the School District on an anonymous basis but must contain sufficient information to permit the School District to conduct a full and fair investigation into the alleged Wrongdoing. If a Disclosure does not contain sufficient detail to permit investigation, the School District may take no action with respect to the Disclosure. Any notices required to be given to a Discloser under Policy 24 – Public Interest Disclosure or PIDA will not be provided to an anonymous Discloser, except at the discretion of the Designated Officer and where the Discloser has provided contact information.

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

4. A Discloser should not make a Disclosure to a person if the allegations relate, in whole or in part, to alleged Wrongdoing by that person, and any person who receives a Disclosure and reasonably believes that the allegations of Wrongdoing relate to their own acts or omissions must refer the allegations of Wrongdoing to another person under Policy 24 – Public Interest Disclosure with responsibility for receiving a Disclosure.

How to Make a Disclosure About Urgent Risk

1. PIDA permits Employees and Trustees to make public disclosures if the Employee or Trustee reasonably believes that a matter poses an Urgent Risk. An Urgent Risk only arises if there is reasonable and credible evidence of an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment.
2. Before making a public disclosure of an Urgent Risk the Employee or Trustee must:
    2.1 consult with the relevant Protection Official (public health officer, Emergency Management BC, or police),
    2.2 receive and follow the direction of that Protection Official, including if the Protection Official directs the Employee not to make the public disclosure,
    2.3 refrain from disclosing, publishing or otherwise sharing Personal Information except as necessary to address the Urgent Risk;
    2.4 refrain from disclosing any information that is privileged or subject to a restriction on disclosure under PIDA or any other enactment of British Columbia or Canada, including legal advice privilege, litigation privilege or another ground of common law privilege, and
    2.5 seek appropriate advice if uncertain about what Personal Information, privileged or other information may be disclosed as part of a public disclosure.
3. An Employee or Trustee who makes a public disclosure in relation to an Urgent Risk is expected to provide timely notification to their Supervisor or the Superintendent about the public disclosure or submit a Disclosure in accordance with section III. above.
4. If the Employee or Trustee decides not to make a public disclosure or is directed by a Protection Official not to do so, the Employee or Trustee is nevertheless expected to report Urgent Risks without delay to the Superintendent or a Designated Officer.

Referral to Designated Officer

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

Responsibilities of the Designated Officer

1. The Designated Officer is responsible to:
    1.1 Receive and respond to any Disclosure;
    1.2 Receive and respond to reports made about Urgent Risks;
    1.3 If the Designated Officer reasonably believes that an Urgent Risk exists, the Designated Officer may make a report to the relevant Protection Official;
    1.4 Review allegations of Wrongdoing in a Disclosure and determine if they fall within the scope of PIDA or Policy 24 – Public Interest Disclosure;

1.5 Refer disclosures or allegations falling outside the scope of PIDA or Policy 24 – Public Interest Disclosure to the appropriate authority or dispute resolution process, as applicable;

1.6 If a Disclosure relates to Wrongdoing at another government body that is subject to PIDA, refer the Disclosure to that institution;

1.7 Seek clarification of the allegations of Wrongdoing from the Discloser or referring institution as needed;

1.8 If appropriate, initiate an Investigation into allegations of Wrongdoing in accordance with section VIII. below;

1.9 Assess the risk of any Reprisal to the Discloser, and take appropriate action, if any, to mitigate that risk;

1.10 Manage communications with the Discloser and Respondent;

1.11 Notify the Discloser and the Respondent of the outcome of the Investigation in accordance with section VIII. 8.; and

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

Responsibilities of Employees and Trustees

1. All Employees and Trustees are responsible to:

1.1 make any Disclosures in good faith and on the basis of a reasonable belief that Wrongdoing has or is expected to occur;

1.2 refrain from engaging in Reprisals and report all Reprisals in accordance with this Procedure and PIDA;

1.3 maintain the confidentiality of Personal Information received in connection with a Disclosure, request for Advice or Investigation in accordance with Policy 24 – Public Interest Disclosure, this Procedure, and PIDA;

1.4 provide their reasonable cooperation with investigations by the School District or the Ombudsperson;

1.5 seek appropriate advice if uncertain about whether to make a Disclosure or a public disclosure of an Urgent Risk; and

1.6 comply with the requirements of this Procedure and PIDA concerning Urgent Risks.

Investigations

1. Every person involved in receiving, reviewing and investigating Disclosures must carry out those functions in an expeditious, fair and proportionate manner as appropriate in the circumstances and as required under PIDA.

2. The School District shall seek to complete all Investigations within 90 calendar days of receipt of a Disclosure, but the Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.

3. The Designated Officer may expand the scope of any Investigation beyond the allegations set out in the Disclosure to ensure that any potential Wrongdoing discovered during an Investigation is investigated.

4. All Investigations shall be conducted by an internal or external investigator with sufficient qualifications and experience to carry out the Investigation, though overall responsibility and accountability for the Investigation remains with the Designated Officer.

5. The Designated Officer may consult with the Ombudsperson regarding a Disclosure or refer allegations of Wrongdoing in whole or in part to the Ombudsperson, provided that notice of the referral is provided to the applicable Discloser.

6. The Designated Officer may refuse to investigate or postpone or stop an Investigation if the Designated Officer reasonably believes that:

    6.1 the Disclosure does not provide adequate particulars of the Wrongdoing;

    6.2 the Disclosure is frivolous or vexatious, has not been made in good faith, has not been made by a person entitled to make a Disclosure under Policy 24 – Public Interest Disclosure or PIDA, or does not deal with Wrongdoing;

    6.3 the Investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure;

    6.4 the investigation of the disclosure would serve no useful purpose because the subject matter of the disclosure is being, or has been, appropriately dealt with;

    6.5 the Disclosure relates solely to a public policy decision;

    6.6 the allegations are already being or have been appropriately investigated by the Ombudsperson, the School District or other appropriate authority;

    6.7 the Investigation may compromise another investigation; or

    6.8 PIDA otherwise requires or permits the School District to suspend or stop the Investigation.

7. Subject to the School District's obligations under FIPPA and section III. 3. above, the Discloser and the Respondent(s) will be provided with a summary of the School District's findings, including:

    7.1 notice of any finding of Wrongdoing;

    7.2 a summary of the reasons supporting any finding of Wrongdoing;

    7.3 any recommendations to address findings of Wrongdoing.

Privacy and Confidentiality

1. All Personal Information that the School District collects, uses or shares in connection with a Disclosure, request for Advice, or an Investigation shall be treated as confidential and shall be used and disclosed by the School District only as described in Policy 24 – Public Interest Disclosure, this Procedure and PIDA unless otherwise permitted or required under FIPPA or other applicable laws.

2. Personal Information that is collected, used or shared by the School District in the course of receiving, responding to or investigating a Disclosure or a request for Advice on Reprisal shall be limited to the Personal Information that is reasonably required for these purposes.

3. Any person who, in their capacity as an Employee or Trustee, receives information about the identity of a Discloser shall maintain the identity of the Discloser in confidence, and may only use or share that information for the purposes described in this Policy or PIDA, except with the consent of the Discloser or as authorized or required by PIDA or other applicable laws.
4. The School District shall ensure there are reasonable security measures in place to protect all Personal Information that the School District collects or uses in the course of receiving or responding to a Disclosure, a request for Advice, or conducting an Investigation, including by ensuring that such information is subject to appropriate controls to ensure that it is only shared by its employees and trustees internally on a need to know basis.

Reprisals

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

RETENTION AND DISPOSAL OF DOCUMENTS

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.

Federal and provincial statutes require varying retention periods for different financial and related records.

Procedures

1. The District shall maintain a schedule which specifies the length of time that important documents used in the school system shall be retained.
2. Retention periods shall be determined on the basis of:
   - 2.1 Legal requirements.
   - 2.2 Usefulness for operational, historical or statistical purposes.
   - 2.3 Storage minimization.

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

SCHEDULE OF RETENTION PERIODS

1. Board Records

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

2. Financial Records

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

3. Banking

Board Office and School	Minimum Retention Period
Bank statements	6 years
Deposit books	6 years
Loans – authorization of	1 year or term of loan
Cancelled notes	6 years
Stop orders	1 year

4. Personnel/Payroll: (Board Office)

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

5. Buildings and Property: (Board Office)

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

6. General Administration: (Board Office)

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

7. School Records

Subject	Minimum Retention Period
Permanent student records	55 years from the date the student withdraws or graduates from school
Other student records	Refer to Administrative Procedure 320 –Student Records

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

COPYRIGHT

Background

The District believes in the rights of creators and expects staff members to be aware of and uphold these rights as required by the Copyright Act. At the same time, the District recognizes the need for students to have access to a wide range of educational resources. This administrative procedure is intended to set limits within which staff members may copy and distribute copyrighted materials.

The District will not accept responsibility for a staff member who willfully and knowingly contravenes the Copyright Act or who copies materials without permission of the author or publisher which are excluded from the Access Copyright agreement.

Definitions

In this administrative procedure:

Copyright means the legal protection of a creator's original work. Copyright law does not protect ideas, only the form in which they are expressed.

Copyright infringement means publishing, adapting, exhibiting, translating, editing, performing in public, communicating by telecommunication, copying or converting to another medium without permission of the creator.

Works covered by copyright means all original literary, dramatic, musical and artistic works for which the copyright owner’s term of rights has not expired.

Examples include: books, writing, encyclopedias, photographs, films, dictionaries, statistical data, newspapers, reviews, magazines, translations, tables, compilations, examination questions, speeches set down in writing, any piece that can be recited, choreographies, harmony, melody, lyrics, paintings, drawings, sculptures, works of artistic craftsmanship, engravings, architectural works of art, maps, plans, charts, records, cassettes, tapes, sound recordings, television programs and electronic resources such as computer software, on-line programs and applications, CD-ROM's, laser disks and computer programs stored on any media.

Dubbed off-air means making a copy of any television program during broadcast.

Educational Resource Acquisition Consortium (ERAC) is an association of B.C. public school districts overseen by an Executive Committee and working together on software, video and learning resource acquisition and evaluation.

Procedures

1. Works covered by copyright may only be reproduced for District Office, class or school use with oral or written permission from the copyright owner or if they are covered by the agreement entered into with Access Copyright on behalf of the District by the British Columbia Ministry of Education. The District will allocate funds through school budgets for provision of learning resources and for the payment of copyright permission.

2. Print Resources

2.1 For personal use only, reproducing single copies of a work for private student or research, or, for personal use only, reproducing single copies of work for criticism, review, or newspaper reporting, provided the source and author are acknowledged.

2.2 Reproducing for educational purposes a single copy for each student, two (2) copies for the teacher, or the number required for administrative purposes of whichever is greater: ten percent (10%) of a published work, or:

2.2.1 An entire chapter that constitutes twenty percent (20%) per cent or less of a book;

2.2.2 An entire single short story, play, essay, or poem from a book, periodical or anthology;

2.2.3 An entire newspaper article or page;

2.2.4 An entry from a reference work;

2.2.5 An illustration or photograph from a publication containing other works, including cartoons;

2.2.6 Large-print material to accommodate the perceptually disabled, published in Canada;

2.2.7 In limited cases, as specified in the licence, out-of-print books;

2.2.8 The source and author must be acknowledged.

2.3 Copy a work protected by copyright by hand onto a surface normally used to display hand-written material, such as a blackboard, whiteboard or flip chart.

2.4 Copy a work protected by copyright for the purpose of overhead projection using a device such as an LCD, overhead, opaque, or slide projector, provided the work is used for the purpose of education and training and is not already available in a commercial format.

2.5 Making alternate format copies of all or any part of published works included in the Access Copyright agreement for persons who by reason of a sensory, physical or neural handicap cannot effectively use print materials.

2.6 If it is necessary for staff members to make multiple photocopies of an item:

2.6.1 Check the back of the title page in books and the table of contents page in magazines to determine what copying privileges the publisher may grant.

2.6.2 Check the Access Copyright list of what is permitted or what is excluded.

2.6.3 If the item is included in the exclusions list or out of print, contact the copyright owner by phone first, then follow up with a letter for permission to photocopy. Sample forms are included in the Forms Directory.

2.6.4 If verbal permission to photocopy copyrighted material is granted, indicate grantor, time, and date on your copy of the letter of request. If verbal permission is granted, materials may be used immediately or before the form is returned.

2.6.5 If a fee to reproduce materials is required, confirm arrangements with the Principal before proceeding with duplication.

2.7 The Access Copyright agreement does not authorize the copying of:

2.7.1 Published work cards, assignment sheets, tests, and examination papers that are available for purchase;

2.7.2 Material designed for one-time use (e.g., workbooks and activity books);

2.7.3 Instruction manuals and teachers' guides;

2.7.4 Federal, provincial, and territorial government publications, except those of the Government of Quebec;

2.7.5 Print music.

3. Visual Resources

3.1 Television programs may only be dubbed off-air with permission from the copyright owner.

3.2 A single copy of a news program or a news commentary program may be dubbed off-air for exclusive use by students and teachers in the course of teaching for a period of one (1) year without obtaining permission from the copyright owner.

3.3 A single copy of all other types of broadcast programs may be dubbed off-air and a teacher may examine the copy for a period of up to thirty (30) days. If the copy is shown on school premises, including within the thirty (30)-day evaluation period, payment must be made.

3.4 Cable in the Classroom is a programming service providing access, free of charge, to a limited number of television programs for use on school premises. A monthly schedule of available programming is available on their Internet site www.cableeducation.ca

3.5 Only video/DVD programs and feature film rentals with public performance rights may be shown in schools or at District functions. These include:

3.5.1 Videos/DVDs purchased through the Educational Resource Acquisition Consortium (ERAC);

3.5.2 Videos/DVDS available through the District online Media Catalogue;

3.5.3 Videos/DVDs purchased or rented from video stores may be shown provided;

3.5.4 Videos purchased or rented from video stores and American companies may be shown in schools or at District functions if a site license that covers these titles has been purchased from the Canadian distributor (i.e. Audio Cine Films, VEC/Criterion Pictures);

3.5.5 Staff may submit requests through their teacher-librarian to the District for purchasing consideration of video/DVD titles for classroom use. If recommended for purchase, these videos/films would include a public performance rights license.

4. Electronic Resources

4.1 Electronic resources such as computer software, CD-ROM's, on-line programs, electronic bulletin boards, freeware, shareware and computer programs stored on any media may only be used according to conditions specified on the license.

4.2 The District will consider where possible, purchasing multiple copies of electronic resources or to purchase site or jurisdictional licenses for electronic resources.

4.3 One (1) back-up copy, adaptation, a translation or a computer program is permitted by law and does not require special permission from the copyright owner.

4.4 Schools (school libraries) may only lend the original program, not the back-up copy.

4.5 Where a work has been placed on the Internet with the message that it can be freely copied, there is an actual license to copy the work, subject to conditions.

5. Music Resources

5.1 Under the SOCAN/ERAC agreement, the following situations are permissible:

5.1.1 Music performed at school dances.

5.1.2 Music performed at school sporting events.

5.1.3 Music performed by students at an event on school premises for students, faculty, family members and others.

5.1.4 Music performed on school premises for no other reason than as background (e.g., in the classroom, cafeteria, halls, at school events such as fairs, carnivals, socio-cultural events).

5.1.5 Music performed in school assemblies (e.g., a recording of O Canada).

5.1.6 Music performed by a student in a presentation to other students, teachers, assessors or parents (e.g., as part of a presentation during music class).

5.1.7 Music performed in demonstration activities by students, primarily for other students, teachers, assessors or parents, and for which any admission fee charged covers costs but does not make a profit (e.g., a concert by the school choir, gymnastic routines, shows by school bands).

5.1.8 Music performed during school hours for teaching/learning (e.g., music/dance/dramatic arts classes).

5.1.9 Music performed before and after school hours, and during recess, if the use is for educational purposes (e.g., school radio operated by students for credit and supervised by a teacher).

5.2 Where a work has been placed on the Internet with the message that it can be freely copied, there is an actual license to copy the work, subject to conditions.

6. "Public Domain" Resources

6.1 Staff members may reproduce works that are in the "Public Domain".

6.2 If a work is in the "public domain", it means that reproduction is allowed without requesting permission. Fifty (50) years after the death of a creator, a work becomes part of the "public domain", except when rights are passed to others. If the work is reprinted in a new edition, only the original text is in the "public domain".

7. Ownership of Copyright

7.1 The District owns copyright in any works produced by a staff member in the course of his/her employment.

7.1.1 The Superintendent may grant others the right to reproduce work copyrighted by the District under such terms as may be appropriate. The reproduction must include the copyright and give acknowledgment to the authors.

7.1.2 The Superintendent may enter into an agreement with others to produce, in part or in whole, a work for the District. This agreement shall specifically address copyright of the work produced.

7.1.3 The District may market District material at a cost that shall cover printing, mailing and royalty.

7.1.4 The District may enter into an agreement with a private publisher to publish District material for sale and distribution.

7.1.5 If the District markets a resource profitably, it may choose to compensate the creative staff member.

7.2 Students own the copyright on anything that they create and parental permission to reproduce their work should be obtained if the student is under sixteen (16).

7.3 Student permission is required if the student is sixteen (16) or over. Permission is not required to display student work within the school.

7.3.1 Each school will request and file permissions from parents/guardians at the beginning of each school year to record and/or tape their child(ren) for possible performance.

7.3.2 Parental approval shall be obtained to display any student work outside the school at such sites as teachers' conventions, conferences, public libraries, District Office or shopping centres.

7.3.3 The copyright in photographs taken by students for school publications with equipment and supplies provided by the school is usually the property of the school.

7.3.4 Any materials developed and shared by a First Nation remain the property of that First Nation and should only be used with explicit permission. *seek a reference

8. Adherence to Copyright Law

8.1 Staff members will not be required by their supervisors to perform any service that is a violation of the copyright policy.

8.2 All DVD players, videocassette players, photocopiers, and computers are to be labeled to identify clearly what constitutes copyright infringement.

8.3 Copyright in-service sessions shall be offered to all staff members, to ensure they are made aware of Copyright Law, the Access Copyright agreement and this administrative procedure.

8.4 8The Superintendent may appoint a committee to review copyright procedures periodically and will continue to provide updated information to all schools. This administrative procedure will be reviewed as necessary and rewritten when amendments to the current Copyright Act are passed.

Reference: Sections 17, 20, 22, 65, 85 *School Act*
Copyright Act
Copyright Regulations
Access Copyright Agreement

SAMPLE COPYRIGHT INFORMATION LABELS

Photocopiers

Employees and students shall not photocopy copyrighted materials without permission from the copyright owner.

Computers

Employees and students shall not copy computer software without permission from the copyright owner.

Videocassette Recorders

No off-air dubs of television programs or videos without public performance rights may be used without permission from the copyright owner.

Reference: Sections 17, 20, 22, 65, 85 *School Act*
Copyright Act
Copyright Regulations
Access Copyright Agreement

PROVISION OF MENSTRUAL PRODUCTS TO STUDENTS

Background

The School Act requires school districts to provide free menstrual products to students in school washrooms in a manner that protects student privacy. School district staff will develop procedures regarding the provision of menstrual products to students.

The Board of Education of School District No. 37, Delta, is committed to providing products to students who may require them.

Procedures

The Board will:

1. Ensure menstrual products are made available to students of all gender identities or expressions in a manner that protects student privacy;
2. Provide for barrier free, easily accessible menstrual products at no costs to students;
3. Provide menstrual products in school washrooms, and;
4. Consider student feedback with respect to the provision of menstrual products.

January 2020

INSTRUCTIONAL PROGRAMS & MATERIALS 200

ORGANIZATION FOR INSTRUCTION

Background

The Principal is responsible for the organization of the plan for instruction at his/her school.

Procedures

1. The Principal, in consultation with staff, shall develop a school plan which shall clearly outline the:
   - 1.1 Organization of classes;
   - 1.2 Organization of teacher assignments; and
   - 1.3 Course offerings of the school.
2. The function of assigning students to classes is the responsibility of the Principal, pursuant to the School Act and relevant legislation, in consultation with all staff members affected at that instructional level.
3. It is further recognized that there may be a need to group students in different grades or different courses in the same class.

Reference: Sections 8.2, 17, 20, 22, 65, 76.1, 76.2, 85 *School Act*
School Regulation 268/89
Collective Agreement

CANADIAN IDENTITY

Background

The District considers the development in students of a sense of Canadian identity and respect for Canadian traditions and institutions to be a significant objective.

Procedures

1. Principals and teachers are encouraged to carry out activities, such as the following, which might enhance the development of Canadian identity:
   - 1.1 Use of Canadian literature and materials.
   - 1.2 Respectful singing of the national anthem at school events and assemblies.
   - 1.3 Study of Canadian history and institutions.

Reference: Section 17, 20, 22, 65, 85 *School Act*
School Regulation 268/89

HOMEWORK

Background

Homework can contribute to the learning of skills and the development of consistent work habits and is to therefore form a regular part of the education program for students.

Procedures

1. Homework can include any of the following activities:
   - 1.1 Completing daily assignments.
   - 1.2 Preparing for future tasks.
   - 1.3 Working on long-term projects.
   - 1.4 Performing ongoing review and study.
2. The recommended guideline of homework time per day is limited to:
   - 2.1 Up to one-half hour (0.5 hours) for intermediate students.
   - 2.2 One and one-half hours (1.5 hours) for junior secondary students.
   - 2.3 Two (2) hours for senior secondary students.
3. Development of homework guidelines is an opportunity for parents and school staff to work together.
4. Each Principal is encouraged to involve parents in defining homework guidelines for students, with reference to this administrative procedure.

Reference: Sections 6, 8.2, 17, 20, 22, 65, 85 *School Act*
School Regulation 268/89

CONTROVERSIAL ISSUES

Background

Studying controversial issues is an integral part of student learning and is important in preparing students to participate responsibly in a democratic and pluralistic society.

Such study provides students opportunities to develop the ability to think critically, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.

Procedures

1. Each Principal, in consultation with the staff and Parent Advisory Council, is to establish procedures for dealing with controversial issues.
2. School procedures shall:
    - 2.1 Promote that the sensitivity of the community be considered by having staff, students and parents involved in identifying controversial issues.
    - 2.2 Ensure information regarding controversial materials represent alternative points of view, subject to the condition that information presented is not restricted by any federal or provincial law.
    - 2.3 Reflect the maturity, capabilities, and educational needs of the students.
    - 2.4 Meet the requirements of provincially prescribed and approved courses, programs of study and education programs.
    - 2.5 Reflect the neighbourhood and community in which the school is located, as well as provincial, national and international contexts.
    - 2.6 Any controversial materials that represent alternative points of view shall not support or contain racist viewpoints and perspectives.
3. Teachers, students and others participating in studies or discussions of controversial issues shall exercise sensitivity to minimize the possibility that students and others are ridiculed, embarrassed or intimidated for positions they hold on controversial issues.
4. Principals shall advise the Superintendent when an issue becomes controversial in a school.
5. Schools play a supportive role to parents in the areas of values and moral development and school staff shall handle parental decisions in regard to controversial issues with respect and sensitivity.

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

Revised: May 31, 2022

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

Background

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

- Health & Career Education K to 7
- Health & Career Education 8 and 9
- Planning 10

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

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

Procedures

1. Alternative delivery is a formal process whereby parents may request that their child not participate in classes where sensitive topics within the Health curriculum organizer of Health and Career Education K-7, Health and Career Education 8-9 or Planning 10 are discussed.
2. The student will address these topics in an alternative manner such as home instruction, independent directed study or distributive learning.
    2.1 The time and effort required of the student through alternative delivery is to be similar to that provided through regular classroom instruction.
3. In order to make an informed decision regarding the participation of their child within the Health curriculum organizer of Health and Career Education K-7, Health and Career Education 8-9 or Planning 10, parents will be provided with the opportunity to preview any learning resources to be included as part of the instructional program.
    3.1 This is to be completed well before the intended delivery of the program in the classroom.
    3.2 Should parents then determine that they would prefer an alternative method of program delivery a meeting will be held with the parents, the student and the appropriate educators:
        3.2.1 To identify the learning outcomes which must be achieved,
        3.2.2 To agree upon a plan by which this will be undertaken, and
        3.2.3 To achieve consensus on the assessment criteria to be used to evaluate student progress.

4. Specific steps in this process are described as follows

4.1 A formal request for alternative delivery of specific topics within the curriculum will be submitted by the parents.

4.2 At a meeting, the student (when appropriate), the parents and the teacher collaboratively develop an outline of the plan to be followed.

4.3 Parents/guardians must give their consent to opt for an alternative delivery of learning outcomes as well as the method of delivery.

4.4 The Principal or designate, student and parent/guardian agree to the option chosen for alternative delivery and the method of demonstration to meet the prescribed learning outcomes.

4.4.1 The expectations and standards of the learning outcomes are to be similar to the ones for other students.

4.4.2 This plan is to be signed by all participants.

4.5 The alternative delivery plan is filed with the teacher with a timeline of expected completion.

4.6 Responsibility for demonstrating knowledge of these learning outcomes rests with the student.

4.6.1 The regular classroom teacher will determine whether or not the learning outcomes have been achieved.

4.6.2 The report card comments will indicate the part of the course which was completed outside of the classroom.

Reference: Sections 7, 8, 17, 20, 22, 65, 76, 85 *School Act*
C*ivil Rights Protection Act*
Human Rights Code
Canadian Charter of Rights and Freedoms

FRENCH IMMERSION

Background

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

Procedures

1. Program Objectives
    - 1.1 French Immersion is a separate program where instruction is offered in the French language for second language learners.
    - 1.2 Instruction in the Immersion program will parallel the regular English program in structure, content and academic standards.
    - 1.3 The major goal of French Immersion is to provide the opportunity for non-Francophone students to become bilingual in English and French.
    - 1.4 Upon successful completion of the French Immersion program, it is expected that the students will be able to:
        - 1.4.1 Participate easily in conversations in French and English;
        - 1.4.2 Take post-secondary courses with French as the language of instruction; and/or
        - 1.4.3 Accept employment with French as the language of the workplace.
2. Availability
    - 2.1 General
        - 2.1.1 French Immersion program establishment and/or expansion will be considered when there is sufficient demand, dependent on the availability of classroom space, and qualified professional staff.
        - 2.1.2 In an attempt to make equitable provision for entry into French Immersion programs within the District, the concepts of regional access and equal opportunity will be considered when selecting locations.
        - 2.1.3 The choice of school is based on determining a convenient location, in a school where sufficient space is available, and where it is evident that space for future needs is available.
        - 2.1.4 Attendance areas shall be established for each school hosting a French Immersion program. These attendance areas shall be defined in terms of regular program elementary school attendance areas.
        - 2.1.5 Should enrolment decline significantly, or when it becomes apparent that the French Immersion program is in need of strengthening and enhancement, options such as the amalgamation of French Immersion programs or relocation to another school site will be considered.
            - 2.1.5.1 Such discussions are to include parents.
            - 2.1.5.2 The District is to give at least one (1) year’s notice to parents of any changes contemplated.

2.2 Locations – Early French Immersion

When the above conditions are met, the following schools offer Elementary Early French Immersion:

2.2.1 École South Park Elementary School

2.2.2 École Ladner Elementary School

2.2.3 École Sunshine Hills Elementary School

2.2.4 École Richardson Elementary School

2.2.5 École Devon Gardens Elementary School

2.3 Locations – Late French Immersion

When the above conditions are met, the Late French Immersion program shall be located at:

2.3.1 École Chalmers Elementary School

2.3.2 École Cliff Drive Elementary School

2.4 Locations – Secondary French Immersion

When the above conditions are met, Secondary French Immersion programs shall be located at:

2.4.1 École Burnsview Secondary School

2.4.2 École South Delta Secondary School

2.5 Locations – Attendance Areas

2.5.1 Early French Immersion – Elementary

Host School	includes attendance areas for:
Ladner	Ladner, Hawthorne, Holly, Neilson Grove, Port Guichon
South Park	South Park, Beach Grove, Cliff Drive, English Bluff, Pebble Hill
Devon Gardens	Devon Gardens, Annieville, Brooke, Gibson, Hellings
Richardson	Richardson, Chalmers, Gray, Jarvis, McCloskey
Sunshine Hills	Sunshine Hills, Cougar Canyon, Heath, Pinewood

2.5.2 Late French Immersion – Elementary

Host School	includes attendance areas for:
Chalmers	*North Delta:* Chalmers, Annieville, Brooke, Cougar Canyon, Devon Gardens, Gibson, Gray, Heath, Hellings, Jarvis, McCloskey, Pinewood, Richardson, Sunshine Hills
Cliff Drive	*Tsawwassen:* South Park, Beach Grove, Cliff Drive, English Bluff, Pebble Hill *Ladner:* Ladner, Hawthorne, Holly, Neilson Grove, Port Guichon

2.5.3 Secondary French Immersion

Host School	includes attendance areas for:
Burnsview Secondary	North Delta (Grades 8 – 12)
South Delta Secondary	Tsawwassen and Ladner (Grades 8 – 12)

3. Student Eligibility

3.1 Early French Immersion

3.1.1 Parents of kindergarten age children must first apply to the French Immersion program. Registration will follow provided that space exists.

3.1.2 Ideally, students enter in kindergarten, but they may enter in grade 1 up to September 30 of that student's grade 1 year, if space is available and placement is appropriate in accordance to an existing wait list.

3.1.3 Entry to the program at other than the kindergarten or grade 1 levels up to September 30, is to be considered only if there is adequate space and if the student is adequately proficient in French or with permission of the Principal.

3.2 Late French Immersion

3.2.1 Students entering grade 6 in any District school are eligible for the Late French Immersion program and may enter up to September 30.

3.2.2 Entry to the program at other than the grade 6 level up to September 30 is to be considered only if there is adequate space and if the student is adequately proficient in French or with permission of the Principal.

3.2.3 Entry at the grade 7 level is limited to students who are adequately proficient in French.

4. Selection Process

4.1 District staff develops priorities to govern access to French Immersion programs, taking into account siblings and attendance areas.

4.2 Where applications exceed places available in any situation, placement is made on the basis of priorities set out in 4.1 above and a random draw is made from all applicants not able to be placed by priority.

4.3 When necessary, District staff in cooperation with administrators and parent representatives shall conduct a draw and maintain a waiting list.

5. Organization for Instruction

5.1 Early French Immersion

5.1.1 French is the language of instruction in kindergarten through grade 2. English Language Arts is introduced in grade 3.

5.1.2 Learning resources, library books and student services are provided in the same manner as in regular English programs.

5.2 Late French Immersion

5.2.1 During grade 6 all subjects are taught in French.

5.2.2 English Language Arts is reintroduced in grade 7.

5.2.3 Learning resources, library books, and student services are provided in the same manner as in regular English programs.

5.3 Secondary French Immersion

The following subjects constitute the minimum offering in French:

5.3.1 In grades 8, 9 and 10, students will receive their instruction in three (3) subject areas:

5.3.2 Français langue seconde (French Immersion Language Arts)

5.3.3 Sciences humaines (Social Studies

5.3.4 One other Foundation Studies course

5.4 In grades 11 and 12, students must satisfy the Language Arts graduation requirements in both English and French, as outlined in Ministry Policy Circular #9701.

5.5 Elective offerings are subject to student interest and staffing availability.

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

FRENCH IMMERSION
APPLICATION AND REGISTRATION

1. Communications

   1.1 The District will endeavour to inform parents of the Early and Late French Immersion Program as an alternative educational program. Information will also be provided to parents with regards to the application process.

   1.2 Parent information meetings and deadlines for submitting applications for Early and Late French Immersion shall be scheduled so as to allow sufficient time for decision-making and discussion prior to registration.

   1.3 All applicants will be informed as to their status and whether or not they have been accepted into the French Immersion Program. Parents who have been accepted will be requested to register at the appropriate French Immersion school. Early Immersion applicants will be notified prior to Kindergarten registration at their home school. Late Immersion applicants will be notified on or before March 30 of the status of their French Immersion application.

   1.4 The District Office will notify all regular home schools as to the status of French Immersion applicants following the processing of applications.

   1.5 After formal registration, the French Immersion home school will notify the regular home school of students who have been registered in French Immersion.

2. Priorities

   The following criteria are used to prioritize student applications:

   Students living:

   2.1 Priority I — Within the immersion school's French program attendance area who have siblings in the District's French Immersion program.

   2.2 Priority II — Within the immersion school's French program attendance area who do not have siblings in the District's French Immersion program.

   2.3 Priority III — Outside the immersion school's French program attendance area who have siblings in the District's French Immersion program.

   2.4 Priority IV — Outside the immersion school's French program attendance area who do not have siblings in the District's French Immersion program.

   2.5 Priority V — Outside Delta who have siblings in the District's French Immersion program.

   2.6 Priority VI — Outside Delta who do not have siblings in the District's French Immersion program. Late French Immersion.

3. Processing Applications

   3.1 Application forms for both French Immersion programs will be available at all Delta Elementary schools.

   3.2 Completed application forms must be delivered to the appropriate French Immersion elementary school before the application deadline.

   3.3 When a completed application is received, office staff fills out the required information in the Office Use Only section.

3.4 Parents will receive a photocopy of the application.

3.5 A copy of completed application will be forwarded to the district Programs Branch and the original retained by the school.

3.6 If the number of applicants does not exceed the number of available spaces in the school, then a draw is not required. Approval from the District Assistant Superintendent is required before the French Immersion host school notifies parents of the disposition of their application.

3.7 When the number of applicants exceed available space, a draw must be conducted at the district level. (See Section 4 Conducting a Draw.)

3.8 Each Immersion School Secretary will organize the student lists from their catchment based on the priority categories.

3.9 Applications received after the deadline are to be processed as described in the following Section 5 Waiting List.

4. Conducting a Draw

4.1 Representatives at the draw:

4.1.1 District staff representative

4.1.2 Elementary French Immersion school administrators

4.1.3 Parent representative

4.1.4 Secretary from District Programs Branch

4.2 The District will conduct a random draw of those applications received before the application deadline for entry into the French Immersion program. For Early Immersion applications, the draws shall be held within two (2) weeks of that deadline and prior to kindergarten registrations.

4.3 Draws will be conducted for all schools at one (1) session.

4.4 Priority lists will be used to prepare the name tags to conduct a draw.

4.5 Draws will be conducted in turn, at each priority level.

4.6 Those students who are not successful in gaining placement through the draw process will be placed on a waiting list (see below, Waiting Lists)

5. Waiting Lists

5.1 The waiting list for entry in Kindergarten, in order of their priority, will be maintained for the balance of the school year the student’s application is being made.

5.2 Priority list for entry to Grade One Immersion:

5.2.1 Catchment students who attended French Immersion Kindergarten in another school.

5.2.2 Catchment students from English Kindergarten.

5.2.3 Non-catchment students who attended French Immersion Kindergarten.

5.2.4 Non-catchment students from English Kindergarten.

5.2.5 Non-District students who attended French Immersion Kindergarten.

5.2.6 Non-District students from English Kindergarten.

5.2.7 If necessary, a random draw will be conducted.

5.3 Once a priority waiting list has been established, all subsequent applications of Delta students (priority categories 1 – 4) shall be added to the waiting list in the order received, regardless of the priority.

5.4 Students in priority categories 5 and 6 (those outside the District) will be informed about placement in the French Immersion program after June 15, after all Delta applicants have been placed.

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

PROVISION OF SPECIAL EDUCATION PROGRAMS

Background

Special Education programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational program. Special education services are provided in an inclusive education system in which students with special needs are fully participating members of a community of learners. Students with special needs shall be provided an appropriate education program in their neighbourhood school. Some students with special needs may benefit from placement in a District resource program.

Procedures

1. Parental permission is required to provide services to, or placement of a student with special needs in a resource room program.
2. The District will provide appropriate student assessment service to assist in planning education programs for students with special needs.
    - 2.1 Assessments will include achievement, cognitive ability and speech and language development. In some cases gross and fine motor ability assessments will be provided by the District.
    - 2.2 Assessment tests and instruments shall be administered by properly qualified personnel.
3. Placement in District Resource Programs
    - 3.1 Placement in a District resource room is determined by the recommendations of the Intake Committee, the availability of space and/or the recommendations of the school based team.
    - 3.2 The committee shall include a representative from the Indigenous Education Department.
4. Intake Committee
    - 4.1 The Intake Committee may recommend:
        - 4.1.1 Placement of a student in a District resource room.
        - 4.1.2 That the student remain at his/her home school with support provided by Inclusive Learning, or
        - 4.1.3 That the student remain at his/her home school.
    - 4.2 District Intake Committee is composed of the following:
        - 4.2.1 Elementary
            - 4.2.1.1 Representative of Inclusive Learning Branch.
            - 4.2.1.2 Principal – Elementary.
            - 4.2.1.3 Psychologist.
            - 4.2.1.4 Learning Assistant.
            - 4.2.1.5 District Resource Room/Special Class Teacher.
            - 4.2.1.6 Counsellor - Elementary

4.2.2 Secondary

4.2.2.1 Representative of Inclusive Learning Branch.

4.2.2.2 Principal – Secondary.

4.2.2.3 Secondary Counsellor.

4.2.2.4 Psychologist.

4.2.2.5 District Resource Room/Special Class Teacher.

5. Alternate Education

5.1 Referrals are reviewed by the Alternate Education Placement Committee and a plan of action is determined. The committee may recommend that the student be:

5.1.1 Placed in an alternate education program,

5.1.2 Placed on the waiting list for an alternate education program, or

5.1.3 Referred back the student's home school.

5.2 The parent(s) must indicate agreement of the request to transfer the child to alternate education by signing the application form.

5.3 Membership on the Alternate Education Placement Committee

5.3.1 Vice-Principal (Inclusive Learning) – is also the Chair.

5.3.2 Teachers of the programs.

5.3.3 Counsellor from the secondary school with administrative responsibility for the program.

5.3.4 Principal or designate from secondary schools with administrative responsibility for the program.

6. Individual Educational Plans for Students with Special Needs

6.1 Students with special needs shall have a written Individual Education Plan, which includes:

6.1.1 Statement of current achievement levels.

6.1.2 Long-term goals.

6.1.3 Short-term objectives.

6.1.4 Statement of how progress will be measured.

6.1.5 Statement of specialized personnel and materials to be provided.

Reference: Sections 6, 11, 17, 20, 22, 26, 85, 88.1, 91 *School Act*
Special Education Services: A Manual of Policy, Procedures and Guidelines

Revised: May 31, 2022

QUALIFICATIONS OF SPECIAL EDUCATION TEST ADMINISTRATORS

To plan effectively for students, relevant, reliable data are necessary. To ensure that the information used to plan for students with special needs students is of high quality the following qualifications are required of personnel administering tests in the District.

Educational and psychological tests are categorized according to the levels of training required of the test administrators.

Level A: Tests which can be adequately administered, scored and interpreted with the aid of a manual and a general orientation to the kind of organization in which one is working.

Examples: Informal screening tests, classroom check lists, etc.
Vocational and trade proficiency tests.

Level B: Tests which require some technical knowledge of test construction and subjects such as statistics, individual differences, the psychology of adjustment, personnel psychology, and guidance.

Examples:	Educational achievement tests Group intelligence tests Special Aptitude tests Interest inventories Personality screening inventories
Training standards:	Completion of an advanced level course in testing in a university, or training under the direction of a qualified supervisor or consultant.

Level C: Tests which require substantial understanding of testing and supporting psychological topics, together with supervised experience in the use of these devices.

Examples:	Clinical tests of intelligence Personality tests Clinical diagnostic tests
Training standards:	Such tests are to be used only by persons who are trained as school psychologists and members of BCSPA.

Summary

Level A and B tests are those typically administered by classroom and/or learning assistance teachers. These people are to be aware of the principles of standardized administration.

Level C tests are only to be administered by those who have completed graduate courses specifically designed to ensure competency in the administration and interpretation of these tests in the total assessment process. This would typically include those holding graduate degrees in school psychology. Level C tests are restricted and are to be controlled by those qualified to use them.

These qualifications are designed to avoid serious misuse and distortion in interpretation which may occur when people who are not properly trained are responsible for decisions about individuals or policies that are based on test results.

Assessments obtained outside the District

Assessments obtained outside the District are to come from recognized assessment centres (e.g. Children's Hospital, Autism Assessment Network, U.B.C., etc.) or from registered members of the B.C. Psychological Association.

Reference: Sections 6, 11, 17, 20, 22, 26, 85, 88.1, 91 *School Act*
Special Education Services: A Manual of Policy, Procedures and Guidelines

WORK EXPERIENCE PROGRAMS

Background

Career Programs are designated by the Ministry of Education as education programs focusing on a career or career sector which combines related subjects with a work component. Career Programs include Career Preparation Programs (including Work Experience), Career Technical Centre Programs, Co-operative Education Programs and Secondary School Apprenticeship Programs.

Work experience, which can include volunteer service, is required as a component of the Graduation Transitions. Elective work experience extends beyond the thirty (30) hours graduation requirement. Career Programs including Work Experience can assist students in their preparation for the world of work and for career-related studies in post-secondary educational institutions and apprenticeship programs.

Procedures

1. The District authorizes Work Experience programs for students fifteen (15) years of age or older in accordance with the Ministry of Education policies and Ministerial Orders and Workers' Compensation Board requirements for such programs.
2. Career programs shall be developed and operated according to Ministry of Education and District procedures, as outlined in the documents and references listed below.
3. Students participating in any work experience program must have consent from their parent(s) and an official of the school/District. The student, a parent, the employer, and the Principal or designate must sign a copy of Work Study/Work Experience Education Agreement (Form 215-1) before a placement is made.
4. Copies of this agreement will be given to the parent, the employer, the Principal and the Superintendent or designate.

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

Administrative Procedure 216

STUDENT CHARITABLE ACTIVITY

Background

Student involvement with and a knowledge of the services performed by humanitarian agencies can contribute to the District's objectives.

However, care must be exercised to ensure that such charitable efforts:

- Are consistent with effective use of instructional time and effort;
- Avoid embarrassment or undue pressure for students to participate;
- Maintain the dignity of all involved;
- Are of an appropriate nature to support a caring and safe school environment;
- Are not political, unethical or controversial in nature;
- Share a positive community story

Procedures

1. Student charitable activity shall be voluntary, is to be limited and shall be subject to the Principal's approval.
2. The charitable activity will be properly supervised. Students wishing to engage in charitable endeavours at school will have a staff sponsor.
3. Any funds raised should be deposited through the school and paid to the agreed humanitarian organization through the school.

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

Revised: December 2024

SPECIALTY ACADEMIES

Background

The District and the Ministry of Education provide a variety of educational choices for parents and students. Students can now attend any public school in the province where there is space, which allows students the choice to attend a school in Delta or in a neighbouring district or in any other district. Delta students also have the opportunity to attend more than one school in Delta to participate in specialty programs. As stated in the District Vision, Delta aspires to engage students through stimulating, relevant, and inspiring educational experiences that ignite a life-long passion for learning. Specialty academies are one of many opportunities afforded by the District.

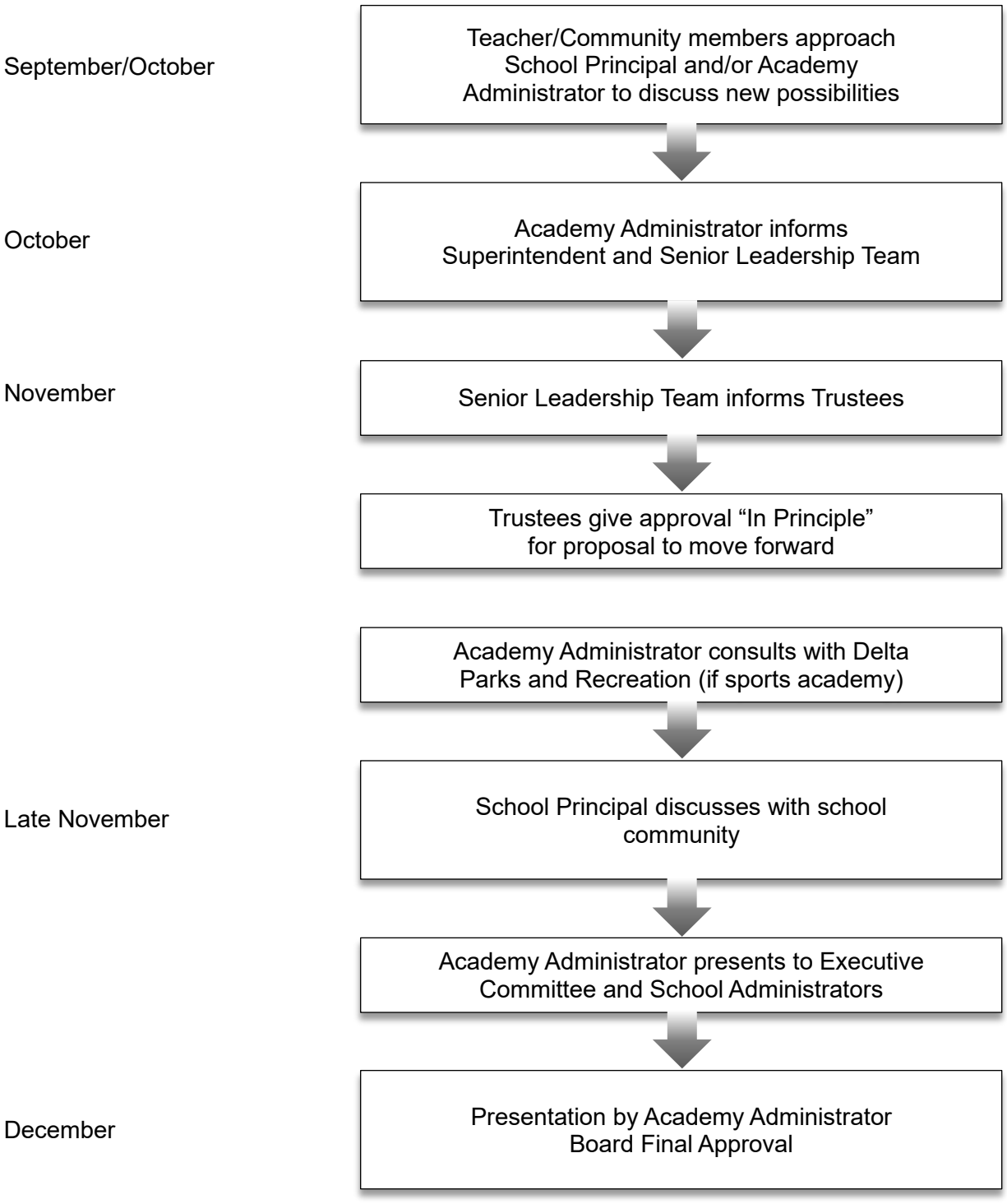
Procedures

1. Proposals for a fee-paying academy at the secondary level will first be directed to the Academy Administrator.
2. Upon receipt of the suggestions or ideas, the Academy Administrator will review with Superintendent the compatibility and merit of the proposal with the District Vision and determine if the proposal of an academy will proceed to further review.
3. An outline of the proposed academy will be presented by the Superintendent to the Senior Leadership Team and Trustees for discussion and assessment and determination of a fit with the District's Vision and recommendations for next steps will be given.
4. If approval "In Principle" is given, the Superintendent will request a formal proposal and business plan to be undertaken. (see Appendix for Proposal Timeline). This plan will be presented to the Senior Leadership Team, the Executive Committee, and the Secondary School Principals
5. The formal presentation will be given to the Board by Academy Administrator.
6. Once approved by the Board, Academy announcement will be made.
7. Advertising/promotion will begin.
8. Information meetings will be held for prospective parents and students.
9. Formal application process for students will begin.
10. Final decision on proceeding with the Academy will be made by the Senior Leadership Team subject to budget projections and registration numbers being achieved.
11. Program monitoring and evaluation by the Academy Administrator will be conducted through the year, the end of the year, and annually.

Reference: Sections 2, 3, 4, 7, 8, 8.2, 8.4, 8.5, 20, 22, 23, 65, 74.1, 75, 75.1, 85 *School Act*

Revised: September 2018

ACADEMY PROPOSAL TIMELINE



Revised: September 2018

ALTERNATIVE EDUCATION

Background

Students vary greatly in their needs, and school programs require adaptability to meet those needs. While the variety of interests and desires of all parents and students cannot necessarily be met within the public school system, there may be instances which require the provision of alternative programs.

Procedures

Establishment of any such alternatives shall be governed by the following conditions/criteria:

1. The program must be consistent with District directions, Board policies and administrative procedures.
2. The program must fulfill a student need considered to be of priority to the District and which cannot be met in the regular program.
3. Incremental costs beyond program regularly funded by local and provincial revenue are to be minimal.
4. Admittance must be available to all District students on the basis of established criteria.

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

BOARD/AUTHORITY AND LOCALLY DEVELOPED PROGRAMS OR COURSES

Background

Consistent with provincial requirements, the District shall develop and offer Board/Authority Authorized (BAA) courses and programs for use in District schools.

Procedures

1. Prior to a course or program being offered for use in one (1) or more schools:
   - 1.1 The Board, on receipt of a recommendation of the Superintendent, will consider the approval of the BAA course or program; and
   - 1.2 If approved by the Board, the District will advise the Ministry as required.
2. Local courses or programs, in order to receive approval, must:
   - 2.1 Be consistent with provincial and/or District objectives;
   - 2.2 Appropriately serve the intended students, curriculum area, and learning outcomes;
   - 2.3 Be carefully designed;
   - 2.4 Have necessary staff and material resources available.
3. Students may take a Locally Developed receive any credit towards graduation for it. Students may take any number of BAA courses for credit, consistent with the other requirements for graduation.
4. Approval Process for new BAA Courses
   - 4.1 All proposals for programs or courses new to the District will undergo a review process on course content and design, and appropriateness to the school setting.
   - 4.2 Approval process deadlines:
     - 4.2.1 November 30 Receipt by Director of Program.
     - 4.2.2 December 15 Review by Education Programs Committee.
     - 4.2.3 January 15 Present to Board for approval.
     - 4.2.4 April 15 Advise Ministry of Board approvals.
   - 4.3 Course proposals requesting District funding must be received prior to the development of the District's annual budget.
   - 4.4 In general, schools will provide resources out of their operating budget and school-based Learning Resources allocation.

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

DISTRIBUTED LEARNING

Background

The BC School Act provides a variety of options for school-aged and adult learners. For various reasons, students may choose to receive an educational program that includes taking courses on-line through the Delta Access program. In addition, parents may choose to enroll their child in the District's K-7 Distributed Learning School (Home Quest) where a teacher-developed learning plan is established and a signed commitment from the parent is required.

Procedures

1. Parents wishing to enroll their child in the District's Home Quest program must first meet with the District Home Quest Coordinator to establish suitability of the program with student needs. A Student Learning Plan is then established.
2. School-aged students wishing to enroll in an on-line course must have parent, counselor and/or Principal approval to ensure that the program supports the student's learning plan.
3. Adult learners wishing to enroll in on-line courses must meet with the Delta Access Coordinator to discuss the student's learning plan and to complete a course enrolment form (Form 230-1).
4. Consistent with the Ministry of Education's Distributed Learning Policy and Adult Education Policies, all Distributed Learning courses are supplied free of charge for British Columbia residents.

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

STUDENT COUNSELLING SERVICES

Background

School based counselling services are an important dimension of the education process and that the purpose of this service to support the all-inclusive educational objectives of the District.

Guidance and counselling services shall be available to all students from kindergarten to grade 12 as an integral part of school programs and services.

Definition

Guidance and counselling includes a variety of group oriented activities designed to enhance student attitudes and values and refers to an individualized, small-group or class process that assists students with specific personal/social issues and difficulties, and educational or career issues. Counselling services may be developmental, preventative or crisis-oriented.

Procedures

1. Principals shall develop procedures for the provision of guidance and counselling services which are consistent with provincial policy and procedures, subject to the approval of the Superintendent. Roles and responsibilities of counsellors shall be included.
2. Effort will be made to employ professionally trained counsellors who have had successful experience in education. For schools without a counsellor, the Principal shall ensure that guidance and counselling services are available to students.
3. Guidance and counselling services provided by the school shall meet identified needs of students in three key areas:
   - 3.1 Educational;
   - 3.2 Personal/social; and
   - 3.3 Career development and assistance.
4. School counsellors or individuals providing guidance and counselling services in schools shall respect the confidentiality of information received in accordance with professional ethics and the law.
5. Regular monitoring and evaluation of the performance of counsellors and the services provided relative to their role and program description shall occur.

Reference: Sections 8.2, 17, 20, 22, 65, 75, 85 *School Act*
Freedom of Information and Protection of Privacy Act

SELECTION OF LEARNING RESOURCES

Belief Statement

The District promotes the development of a resource-rich learning environment that recognizes and celebrates diversity in the classroom. Students learn best when they are

- equipped with a wide range of background knowledge and skills,
- actively involved in their own learning, and
- engaged in an instructional program designed for all learners.

A diverse and broad collection of learning resources helps create this environment.

Terms of Reference

Learning Resources refers to information which is represented, accessible, or stored in a variety of media and formats, which assists student learning as framed by the provincial curriculum. Learning resources are texts, videos, hardware, software, manipulatives, digital media, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula.

Provincially Recommended Learning Resources are materials that have been selected, reviewed and approved by B.C. educators through BC's Focused Education Resources (FER) according to defined criteria. They are typically materials suitable for student use but may also include information primarily intended for teacher use.

Focused Education Resources (FER) is an association of B.C. public school districts overseen by an Executive Committee and working together on software, video and learning resource acquisition and evaluation.

Board authorized resources are resources that have been approved through Delta's Learning Resources Implementation Plan (LRIP) and include all resources evaluated by FER. Before a learning resource is used in a classroom, it must be evaluated and approved at either the provincial or local level. Evaluation criteria include curriculum fit, social considerations, and age / developmental appropriateness as explained in the LRIP.

Procedures

Learning Resources Implementation Plan

1. Responsibility of District and School Staff in the Selection of Learning Resources

    1.1 The responsibility for the selection of learning resources rests with the Superintendent or designate, and other professional staff employed by the District including school principals, school vice principals, teacher librarians, teacher coordinators, and department heads. As noted in the BC Ministry of Education's Learning Resource Policy, "Educators are best suited for determining the resources that are most appropriate for use in their classrooms" (source).

    1.2 The Superintendent or designate, and principals/vice-principals are responsible for ensuring the selection process (Learning Resources Implementation Plan) is known and applied within the schools and within the District.

2. Learning Resource Implementation Plan

2.1 At the school level, the Principal of each school will ensure the staff knows about the process by which learning resources may be purchased and approved.

2.1.1 This process will include documentation of the resource to be approved including the criteria it meets or does not meet as described below and the status of its approval. Resources may be approved during a meeting chaired by the Principal or designate and at least two other appropriate educators.

2.1.2 Resources may also be approved by the Teacher Librarian for use in the school library. This is to recognize the expertise of the Teacher Librarian.

2.1.3 A list of school-approved resources will be maintained by schools. All learning resources on this list will be understood to have been approved by the Principal.

2.2 At the District level the Assistant Superintendent or designate will consider and review requests for resource recommendations through the District Learning Resource Committee.

2.2.1 The District Learning Resources Committee will be chaired by the Assistant Superintendent or designate and convene during the year to consider and approve or disapprove proposals made to the committee.

2.2.2 The District Learning Resources Committee will include the chair, District Principals, District Vice Principals, Teacher Coordinators, as well as representatives from the Delta Teachers Association, and from the Delta Principal and Vice Principals Association.

2.2.3 Proposals made to the committee will be done on Form 251-1. This form is made available through Directors of Learning Services.

2.2.4 A list of District approved resources will be maintained by the District Learning Resource Committee.

3. Criteria for the Selection of Learning Resources

3.1 Learning resources will support the provincially prescribed curricula and be consistent with guidelines and criteria established by the Ministry of Education, and outlined by FER: https://focusedresources.ca/en/evaluation-criteria-guides

3.2 As stated in the BC Ministry of Education's Learning Resource Policy, learning resources approved by the committee:

3.2.1 support the learning standards or learning outcomes of the curriculum

3.2.2 assist students in making connections between what they learn in school and real life applications

3.2.3 are developmentally and age appropriate

3.2.4 have effective instructional and technical design

3.2.5 meet the requirements set by copyright and privacy legislation

3.2.6 are suitable based on social considerations as defined by FER: https://focusedresources.ca/sites/default/files/2021-08/SC-Rationale.pdf.

3.3 Donated materials will be judged by the same criteria as new resources.

3.4 Selection will occur whenever appropriate as will the culling of materials no longer appropriate to curricular needs. This will occur intentionally on a regular basis - and on an ongoing basis whenever an educator notices resources they think should be reconsidered.

Request for Reconsideration of a Recommendation of a Resource

4. Request for Reconsideration of a Recommendation of a Resource

4.1 The Request for Reconsideration of a Recommendation of a Resource form (Form 251-2) is to be used by any individual, or group, that wishes to challenge a resource approved by the Ministry of Education, by the District, or by a Principal.

4.2 The Principal receiving a request regarding a learning resource shall try to resolve the issue informally.

4.3 If the issue cannot be resolved, the Principal shall provide a copy of the Request for Reconsideration of a Recommendation of a Resource form (Form 251-2) to the person(s) making a formal request and assist in completing the form if necessary.

4.3.1 If the applicant wishes to have a series of resources reconsidered, a separate application form must be completed for each item.

4.3.2 A completed form is to be returned to the Principal who will forward it to the Superintendent or designate.

4.4 Where a formal written request has been filed, the Superintendent or designate will convene a Learning Resource Review Committee comprised of the Superintendent or designate, an administrator, a teacher, a member of the school's Parent Advisory Council or a member of the District Parent Advisory Council, a trustee, and a student where appropriate.

4.5 The Superintendent or designate shall chair the committee.

4.6 The committee shall refer to Ministry guidelines, FER recommended resource lists, District Electronic Information Systems Acceptable Use Agreement, guidance provided by the District's Antiracism Procedure or Sexual Orientation / Gender Identity Procedure, and any other related policies or procedures to make its decision.

4.7 Written confirmation of the decision will be provided to the District's Appeal Committee, the Principal, and the applicant.

4.8 The determination of the Learning Resource Review Committee shall be final except for the right to request an appeal to the Board through the District's Appeal Bylaw.

Revised: September 22, 2022

Learning Resource Proposal **FORM 251-1**
Completed by:
Month/Year:
NOTE: In Delta we use the criteria provided by Focused Ed Resources when evaluating a resource.

Resource Title (include link if possible)		# requested:
Author(s) / Publisher and Year		Cost:
Description ❑ *Brief description* ❑ *Ongoing or annual* ❑ *District, school or classroom based* ❑ *How many students will engage with this resource*		
How this resource supports student learning		
Describe the curricular fit and instructional design		
Social Considerations ❑ Age ❑ Gender roles ❑ Indigenous Peoples ❑ Multiculturalism ❑ Gender identity & sexual orientation ❑ Ability / disability ❑ Belief system ❑ Socio-economic ❑ Violence ❑ Ethical / legal ❑ Humour ❑ Safety ❑ Language		
Committee Use Only:	APPROVED OR DISAPPROVED?	

Request for Reconsideration of a Recommendation of a Resource **FORM 251-2**

Title of Resource	
Context of Usage	Classroom _____ Library _____ Other _____
Author(s)	
Publisher / Year	
Request initiated by	Name _____ Teacher _____ Parent/Guardian _____ Other (please specify)_____
Address	
Phone Number	
Email Address	
To what in the resource(s) do you object?	
Please detail specific objections here	Point in the resource (pg #): _____ Specific Objection _____ Details:
	Point in the resource (pg #):_____ Specific Objection _____ Details:
	Point in the resource (pg #):_____ Specific Objection _____ Details:
	Point in the resource (pg #):_____ Specific Objection _____ Details:
	Point in the resource (pg #):_____ Specific Objection _____ Details:

What do you think is the theme or purpose of this resource?	
What effect do you believe this resource would have on your child?	
What effect do you believe this resource would have on other students?	
Have you reviewed the entire resource?	
In many cases, the impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the resource with	the Teacher? If so, to what degree and what was their response?
	the School Principal? If so, to what degree and what was their response?
Additional Comments	
Name: Signature: Date:	

*Please give a completed copy of this form to the School Principal who will pass it along to Learning Services.

FIELD TRIPS

Background

School and District personnel shall be permitted and encouraged to undertake planned field trips which have educational merit and which complement approved curriculum goals.

Procedures

1. The Board, within existing financial limitations, will provide funds in the annual budget to assist with field trip costs. Schools are permitted to raise additional funds to support such activities.
2. In developing field trip procedures, attention must be given to the need for:
   - 2.1 Safety and liability coverage;
   - 2.2 Parental permission; and
   - 2.3 The learning needs of students who remain at school.
3. The organization of field trips shall be governed by the following procedures:
   - 3.1 All field trips must have the appropriate approvals in advance.
   - 3.2 Educational field trips shall be preceded by and followed by appropriate instruction related to definite objectives.
   - 3.3 Satisfactory arrangements must be made for the instruction of students not participating, and for the instruction of classes taught by teachers who accompany students on the trip.
   - 3.4 Transportation shall be by public carrier or rental vehicle with school bus permit, or by private vehicle which is adequately insured and operated by a designated individual.
   - 3.5 Adequate teacher supervision shall be provided. Parents or other noneducational employees may assist with supervision.
   - 3.6 Written parental approval is required. In unusual cases, oral approval may be accepted by the Principal. For repetitive or scheduled activities such as interscholastic games, the permission may be obtained from parents for the season or term.
   - 3.7 Careful attention must be given to safety requirements, including:
     - 3.7.1 Adequate supervision of students. At least one (1) participating teacher must be in charge.
     - 3.7.2 Potentially risky activities (e.g. swimming, canoeing, skiing) are to be undertaken only with appropriate instruction and under the supervision of well-qualified personnel; some dangerous activities (e.g. mountaineering, bungee-jumping, sky diving) are to be avoided entirely.
     - 3.7.3 Use of seatbelts, booster seats (where applicable), competent drivers, and well-maintained vehicles.
4. One (1) Day Field Trips
   - 4.1 The Principal is responsible for approving all one (1) day trips and for ensuring that Board policy and District administrative procedures are observed.

5. Multiple Day Trips

5.1 Requests for multiple-day trips shall be made to the Superintendent or designate prior to the finalizing of arrangements and previous to any fund-raising schemes.

5.2 The request must specify educational purposes, duration of the trip, sponsor(s) involved, and cost to the students.

5.3 If and when approval is given, the Superintendent or designate shall notify the Board in advance if the trip is a major, out-of-province, multiple-day trip.

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

EXTRA-CURRICULAR ACTIVITIES

Background

Since extra-curricular activities can contribute to a positive environment for students, employee-organized or sponsored activities outside of regular classroom instruction shall be considered to be an integral and important part of the total school program.

Procedures

1. Extra-curricular activities must be consistent with the school's objectives and within the capacity of the school's resources to provide appropriate sponsorship.
2. Principals are responsible for ensuring that any student activity conducted under the auspices of the school is consistent with school objectives, and appropriately sponsored and supervised.
3. School-sponsored extra-curricular activities must be under the sponsorship and supervision of a District employee.
4. Where leadership or sponsorship is further delegated to a non-employed volunteer, that volunteer:
   - 4.1 Must be approved by the Principal; and
   - 4.2 Have completed a criminal records review.
5. Students are responsible to the Principal and staff during all school-sponsored activities.
6. School-sponsored activities have priority in the scheduling of out-of-class use of the school building.

Reference: Sections 17, 20, 22, 65, 85 *School Act*
Motor Vehicles Act

STUDENT EXCHANGES

Background

The District is supportive of schools entering into interprovincial and international student exchanges.

Procedures

1. Requests for financial assistance in support of interprovincial and international student exchange programs may be considered within available budgets.
2. Such assistance shall be limited to offsetting expenses incurred relative to:
   - 2.1 Local sightseeing costs;
   - 2.2 A dinner for the participating students with trustee and/or District official representation;
   - 2.3 Necessary substitute teacher costs during the visit in District.
3. Request for financial assistance must be submitted by the Principal to the Superintendent or designate at least two (2) months in advance.

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

HOME EDUCATION

Background

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

Procedures

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

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

CONTINUING EDUCATION

Background

Learning is a life-long process and the provision of appropriate continuing learning opportunities can enhance the personal development of community members of all ages and the quality of community life.

Procedures

1. Within the limitations of provincial legislation, the District shall operate a Continuing Education department which will focus upon:
   - 1.1 Programs that offer the community cultural, recreational, academic and vocational opportunities;
   - 1.2 Programs, in cooperation with other agencies, organizations and institutes, which address community needs and interests;
   - 1.3 Coordination and promotion of the effective community use of District facilities.
2. Sources of funds for Continuing Education programs are fees, government grants, funded programs by government and other agencies, and rental charges.
3. Fees, rental charges and salary rates will be set with due consideration for market conditions and the self-supporting nature of the operation.
4. Continuing Education programs and operations will be integrated to as great a degree as possible with other District operations.

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

PROGRAM EVALUATIONS

Background

Programs may be reviewed and evaluated for the purpose of ensuring that program goals and objectives are being pursued and achieved in an effective and efficient manner. Programs will also be reviewed and evaluated for equity.

Procedures

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

Reference: Sections 8.2, 20, 22, 65, 75, 85 *School Act*

Revised: May 31, 2022

RESEARCH

Background

The District recognizes its responsibility to share educational experiences and provide opportunities for individuals to interact with the system and its schools.

Procedures

1. Research proposals involving District facilities, students, personnel or data must meet the following criteria for favourable consideration:
    - 1.1 The research will provide results of interest and value to the District and/or the broader educational community;
    - 1.2 The research will cause minimum disruption to performance of school and/or staff functions;
    - 1.3 The research must not be detrimental to community relationships;
    - 1.4 The research proposal must be under the sponsorship and guidance of a school district, a post-graduate department of a university, or a recognized research institution;
    - 1.5 The District must be assured that all reasonable steps will be taken to inform subjects and/or their responsible parents, in advance of all aspects of the research which bear directly on them including:
        - 1.5.1 Any treatment they are to receive;
        - 1.5.2 Any data that will be collected from them; and
        - 1.5.3 The magnitude of their participation.
    - 1.6 Confidentiality of student/staff information is to be protected.
2. All research proposals shall be directed to the Director of Education Programs for approval.
3. In cases of unusual community interest or concern, the Superintendent may refer proposals to the Board for information or approval.

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

STUDENTS 300

ADMISSION TO SCHOOL

Background

Pursuant to the School Act, the District shall provide an education program, free of charge, to all children of school age ordinarily resident in the District, and may provide an educational program free or at a fee to temporary attendees, non-residents, or over-age students. Please note that it is not the Delta School District's practice to share student or parent information with Federal Immigration Authorities, unless there is a specific case where the District may be required to do so by law.

Procedures

1. Students registering in District schools shall be required to submit appropriate proof of citizenship, landed or student visa status, residence address, and age.
    - 1.1 The District will accept submission of any one (1) of the following as proof of age:
        - 1.1.1 Original of birth certificate (ideally showing the parent's names(s));
        - 1.1.2 Passport.
    - 1.2 In addition, parents will also be required to provide proof of citizenship or status.
2. The Principal shall, after appropriate age verification, admit to kindergarten in September, a child who will have reached a chronological age of five (5) years on or before December 31 of the year of intended enrolment.
3. The Principal shall, after appropriate age verification, admit to full-time attendance in September, a child who will have reached a chronological age of six (6) years on or before December 31 of the year of intended enrolment.
4. A person of school age, who applies for the first time in the District for admission, shall be placed by the Principal in the program or courses the Principal considers most suitable.
    - 4.1 In arriving at such a decision, the Principal shall consider all available records and information.
    - 4.2 The child may be placed in the program or courses for a trial period.
5. In any question of admission of students to any program, the matter shall be referred to the Superintendent or designate for consideration.
6. Dates for Application for Enrolment
    - 6.1 Before February 1 of each school year, the Board will establish and publish application dates and procedures for:
        - 6.1.1 Non-District children;
        - 6.1.2 Non-catchment area children, except for continuing students;
        - 6.1.3 Students applying in District programs for the first time;
        - 6.1.4 Catchment area children, other than continuing students;
        - 6.1.5 Children applying for first-time entry to kindergarten programs.
    - 6.2 The Board may establish different enrolment dates for different grades, educational programs, schools, or categories of applicants.
    - 6.3 An alternate process will be used for the enrolment of continuing District children.

Reference: Sections 2, 3, 4, 7, 20, 22, 23, 65, 74.1, 75, 75.1, 85 *School Act*
Revised: November 2024

REGISTRATION OF NEW STUDENTS

Definitions

Legal Guardian: A legal guardian is the parent(s) or a person appointed by a Canadian Court Order. A letter from the parent is not sufficient to designate a person as a legal guardian.

Resident: A person who is living in the District. While the District may have an obligation to educate any resident of school age, the education does not need to be free of charge unless s/he is "ordinarily resident".

Ordinarily Resident: To be "ordinarily resident" requires that both student and parent (or legal guardian) have a permanent "place of residence" and an ongoing physical presence in the District.

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

Place of residence: For purposes of this administrative procedure, a student's place of residence is deemed to be that of the student's guardian of the person, unless satisfactory evidence is produced that the student's ordinary residence during the school year is elsewhere. The place of residence at the time of application determines the status of the applicant as a catchment area, non-catchment area, or non-District child.

Choice District program means those programs (e.g. French Immersion) established by the Board that have the entire District as the catchment area. Upon leaving a District program to enter the regular program, the regular program catchment area will apply to the student for placement purposes.

Catchment area child means a person of school age, and resident in the attendance or catchment area of the school.

Non-catchment area child means a person of school age, resident in the District, and non-resident in the attendance or catchment area of the school.

District child means an attendance or catchment area child or a non-attendance or non-catchment area child.

Non-District child means a person of school age, resident in British Columbia, and non-resident in the District.

Previous school year means the school year previous to the school year for which the person is applying to enrol in an educational program.

Feeder schools and their associated "receiving schools" are described by the District's established catchment areas, where the class from the highest grade offered by the feeder school would be enrolled the next year in a designated receiving school, unless an application for enrolment elsewhere is accepted.

Continuing student means a student in attendance at the school or a designated feeder school during the previous school year.

PROCEDURAL GUIDELINES FOR REGISTRATION OF NEW STUDENTS

CATEGORY	REQUIREMENTS/COMMENTS	FEES
A. District Residents: • Parent (or legal guardian) and student resident in the District • Of school age • Canadian citizen or landed immigrant	1. Admission with appropriate proof of age, citizenship, landed status, etc. Subject to current requirements on class size, registration requirements, etc. 2. Obtain evidence of residence. 3. If question or problem occurs with parent being "ordinarily resident", refer to Administrative Procedure 350 – Student Conduct and Discipline. 4. If beyond school age, not required to admit. 5. Note definition and evidence for "legal guardian".	No fee Where problem of "ordinarily resident" occurs, fees could be charged
B. District Residents: • Resident as in A, and of school age; but not a Canadian citizen, or landed immigrant.	Refer to Superintendent's office for screening and possible approval.	
Possible Sub-Categories: 1. Refugee claimant or Convention Refugee	Superintendent's office may issue conditional letter of approval to attend school.	No fees
2. Parent has work authorization or postsecondary student authorization.	Superintendent's office may admit pending successful student authorization application. Proof of valid work authorization required.	No fees
3. Parent has been admitted under a teacher exchange program; is carrying out diplomatic or consular duties.	Superintendent's office may issue conditional letter of approval to attend school. Valid student authorizations required.	No fees
4. Family has applied for permanent residence.	Superintendent's office may issue conditional letter of approval to attend school if family has "letter of approval in principle" from Canada Immigration.	No fees
5. Inclusive Learning	Consult with Inclusive Learning Department as per internal process.	Usually no fees

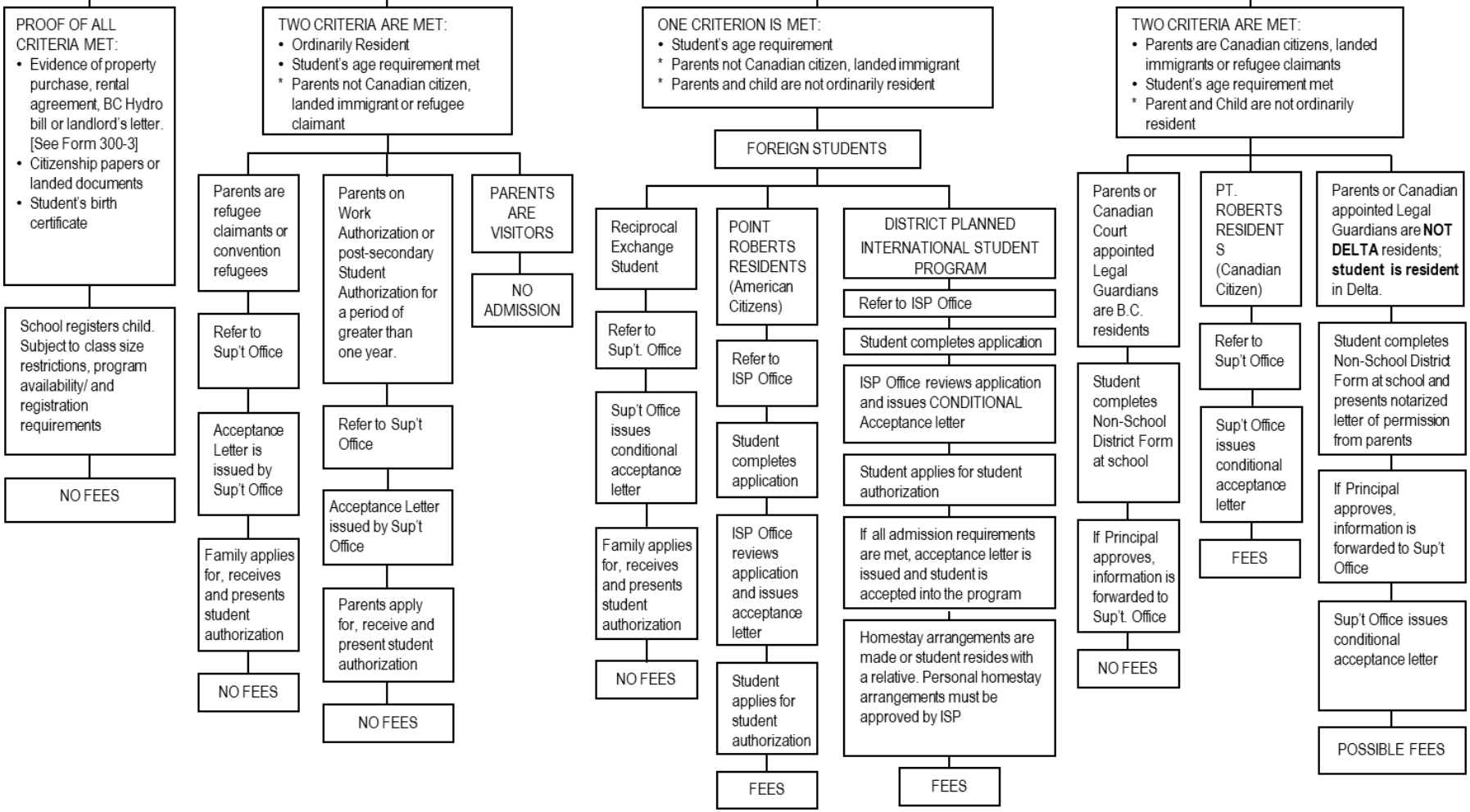
CATEGORY	REQUIREMENTS/COMMENTS	FEES
C. Parent and Student Non-District Residents:		
Sub-Categories: 1. Canadian citizen, landed or refugee status; school age; B.C. resident.	Complete Non- District Application Form (Form 301-2); may be admitted if program and space available at no additional cost or obligation; requires Superintendent's approval. One (1) year basis; priority for subsequent year. May be subject to protocol agreement with resident District.	Usually no fees
2. Students residing outside Canada (e.g. Point Roberts).	Complete Non-District Application; may be admitted if program and space available at no additional cost or obligation. U.S. citizens require student authorization.	Fees apply
3. Foreign student, i.e. lacks status.	Refer to Superintendent's Office for screening and possible approval.	Fees apply
a. Visitor	Not normally approved.	
b. Student on a reciprocal and equal exchange	Refer to Superintendent's office for approval. Requires student authorization.	No fees
c. School-planned International program	Arranged as a program.	Fees apply
D. Student resident in District - has citizenship, landed status or refugee claimant; parent or legal guardian not resident in District.	Complete Non-District Application and notarized written request from parent or legal guardian. If Principal approves, forward information to Superintendent's office.	May be approved at no cost
E. Other Cases.	Superintendent has authority to admit in unusual circumstances.	Dependent on circumstances

Reference: Sections 2, 3, 4, 7, 20, 22, 23, 65, 74.1, 75, 75.1, 85 *School Act*

Note: Schools may immediately register students who meet the following criteria:
- Parents or Canadian Court appointed legal guardian and child must be ordinarily resident in Delta (i.e. Both parent and Child are physically residing in Delta).
- Parent or Canadian Court appointed legal guardian must be a Canadian citizen or landed immigrant.
- Child must be school age (5-19 years of age).

INQUIRY FOR PRESENTATION FOR NEW STUDENT REGISTRATION

School Asks:
A. Where do you reside? (Is the family ordinarily resident in Delta?)
B. Are you a Canadian citizen or landed immigrant?
C. What age is the child?
D. Has your child received additional support for their learning and/or social/emotional needs? Or do you have reason to believe additional disability supports are needed?



Reference: Sections 2, 3, 4, 7, 20, 22, 23, 65, 74.1, 75, 75.1, 85 *School Act*

KINDERGARTEN REGISTRATION

FEBRUARY:

- Schools will accept registrations for students living in their catchment area as advertised on the District website. If a parent wishes for their child to attend a different school, an online Non-Catchment Application Form must be completed by the *1st Monday in February.* A copy of the Non-Catchment Application will automatically be sent to the catchment school, school(s) being requested, and the Assistant Superintendent's Office.
- Schools should hold Non-Catchment forms until approved by the Assistant Superintendent. Approvals will be processed as soon as possible but may need to be held until September. No approval of non-catchment area requests may be given at the school level.
- Non-district students applying for Kindergarten in Delta need to complete an online Non-District Application Form. A copy of the Non-District Application will automatically be sent to the school(s) being requested and the Assistant Superintendent's Office. Parents of non-district students should be advised that a decision regarding entry into the Delta Kindergarten program may not be made until the second week of September. Once the school has received approval from the Assistant Superintendents' Office, non-district students may then register for the designated school.
- Parents of non-catchment or non-district students applying prior to the *1st Friday in March*, should be advised a decision regarding entry into the Delta Kindergarten program around *mid-May*, or shortly thereafter. The Assistant Superintendents' Office will notify each school of the successful non-catchment and non-district applicants. Non-district students may not be registered or entered into the Student Management System until the school has received approval from the Assistant Superintendents' Office. Parents applying after the *1st Friday in March*, should be advised that a decision may not be made until after *Labour Day (1st Monday in September)*.

MARCH-JUNE:

- Schools will continue to review and process new registrations as they are received. Refer to FEBRUARY (above) for non-catchment and non-district processes.
- The Assistant Superintendent will confirm staff allocations using up-to-date enrolment data. In schools where enrolments are uncertain and staff allocations are "interim", a letter (sample below) is to be sent to all parents, explaining that placement of their children cannot be confirmed until school opening.
- By early/mid-June, wherever possible, schools will send an information letter to all families who have registered a child for Kindergarten. This letter must outline procedures for the start-up of the Kindergarten year and include details on the phase-in schedule and supplies required. Schools that are not in a position to send this letter to parents by mid-June must advise the Assistant Superintendents' Office.

SEPTEMBER:

- Schools will continue to review and process new registrations as they are received. Staff allocations will be confirmed and student placement completed early in September, as enrolments are confirmed. Refer to FEBRUARY (above) for non-catchment and non-district processes.

For students entering Kindergarten who have identified diverse needs, individualized communication may be provided during the transition planning process, and outside of this general timeline.

Reference: Sections 2, 3, 4, 7, 20, 22, 23, 65, 74.1, 75, 75.1, 85 *School Act*
Revised: January 2026, January 2024, November 2024

NON-CATCHMENT AND NON-DISTRICT STUDENTS

Background

The District is committed to providing the best possible educational opportunity for students. In accordance with Sections 74.1 and 75.1 of the *School Act,* the Board designates the schools that students are to attend.

On occasion, families may desire the attendance of their child(ren) at a school other than that determined by the Board. The Superintendent provides for due process to consider such requests.

Procedures

1. Where attendance in a school outside of the designated attendance area is requested by a parent for their child(ren), the prescribed online Non-Catchment or Non-District Application Form shall be used.
2. Where a parent requests and receives approval for their child(ren) to attend another school, it is understood that it shall be at no additional cost or obligation to the District for matters such as transportation.
3. Determination of Available Space and Facilities
    - 3.1 After enrolment of continuing students, if the requisite space and facilities are determined to be available and provided application deadlines and other requirements have been met; transfer applications and applications from new students will be accepted in the following priority order:
        - 3.1.1 Catchment area child who attended the school during the previous school year.
        - 3.1.2 New/Other catchment area child.
        - 3.1.3 Non-catchment area child with sibling.
        - 3.1.4 Non-Catchment child.
        - 3.1.5 Non-District child with sibling.
        - 3.1.6 Non-District child.
    - 3.2 If space and facilities are inadequate to accommodate all continuing students, continuing students will be re-enrolled in the following descending order of priority:
        - 3.2.1 Continuing catchment area student;
        - 3.2.2 Continuing non-catchment area student;
        - 3.2.3 Continuing non-District student.
    - 3.3 With reference to Section 74.1(4) of the School Act, the application dates are as follows:
        - 3.3.1 The first date that new online Non-Catchment and Non-District Application forms will be accepted is the first Monday in February.
        - 3.3.2 New Non-Catchment and all Non-District Applications are to be submitted prior to the first Friday in March.

3.3.3 New catchment area applications are to be submitted prior to the first Monday in September.

3.3.4 New catchment area students applying up to the first Monday in September will have priority over new non-catchment area students and new non-District students applying before the first Friday in March.

3.3.5 Late applications will be prioritized among themselves by the same priorities as set out in Section 74.1(6) of the School Act up until the first day of the school year, and thereafter accepted as they are received if space and facilities are available.

3.4 Wait lists will be established for those not accepted, and maintained until the third Friday in September.

3.5 Re-evaluation of space availability will take place periodically until the third Friday in September to ensure that the maximum number of requests are met at the earliest time possible.

3.6 Applicants for enrolment in kindergarten programs and District choice programs will be separately prioritized in accordance with the priorities set out above.

3.7 Application periods and enrolment dates will be communicated to the school communities and to the community at large and may also be communicated to other communities within and outside the District.

4. Tie-breaking

4.1 When applications made within time have the same priority (after application of any permitted sibling preference), priority between them will be determined by time and date of application unless a determination is made by the Board, the Superintendent or designate to determine priority by lot.

5. Alternate Enrolment Process for Continuing District students

5.1 Continuing students within the same school are not required to reapply. They will be automatically enrolled in the applicable education program or school, subject to space availability and to meeting program requirements, unless transferred or withdrawn.

5.2 Continuing non-catchment and non-district students, who wish to apply at a new school within the District, are to submit online a new Non-Catchment Application Form or a new Non-District Application Form.

5.3 Continuing non-catchment and non-district students transitioning from Grade 7 to Grade 8 will be automatically assigned to their secondary feeder school.

6. Program Requirements

6.1 Applicants for enrolment must meet all program requirements for the requested education program and will be subject to any selection process established for that program.

7. Discretionary Acceptance of Suspended or Expelled Non-District Students

7.1 Enrolment applications from non-District children may be refused if the child:

7.1.1 Is under suspension from a B.C. Public School or School District, or

7.1.2 Has been refused an educational program by a B.C. Public School Board under Section 85(3) of the School Act for refusing to comply with the code of conduct and other rules and policies of the Board or has failed to apply himself/herself to his/her studies.

7.2 Such applications will be referred to the Superintendent or designate for a decision on admission.

7.3 Admissions may be made subject to terms and conditions.

7.4 A student who has been admitted under this section is not entitled to the status of a continuing student in the following year unless approved by the Principal, Superintendent or designate.

8. Sibling Preference

8.1 Subject to the School Act, when one (1) sibling is enrolled in or admitted to an education program in a school (other than as a result of a disciplinary transfer), other siblings are given priority within their requested education programs in the same school.

8.2 This preference does not apply where the siblings will not be attending concurrently.

9. Where attendance outside the designated attendance area is proposed by the Principal (e.g. space unavailable), the sending Principal must initiate contact with the receiving Principal to arrange the non-catchment transfer.

9.1 For grades 1 to 12, a signature by the receiving Principal signifies acceptance of the non-catchment transfer.

9.2 Kindergarten non-catchment registration requires approval of the Assistant Superintendent, as provided in Administrative Procedure 300 Appendix C.

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

Revised: January 2019
February 2021

APPLICATION OF FEES FOR NON-DISTRICT STUDENTS

1. Students of school age resident in other districts in British Columbia will normally be allowed into District schools at no charge, subject to the approval of the Superintendent or designate provided that:

    1.1 Sufficient space and a suitable program are available, consistent with Administrative Procedures 300, 301 and 305, and

    1.2 There is no additional cost to the District.

2. Students residing outside Canada (e.g. Point Roberts), for whom the District does not receive financial grants, may be permitted to attend District schools, but will be charged a fee.

3. Students residing in the District whose parents are Canadian citizens and are resident in Canada, but not ordinarily resident in British Columbia, may be allowed to register in District schools provided that sufficient space and a suitable program are available, and there is no additional cost to the District, subject to the approval of the Superintendent or designate. Students in this category may be charged a fee.

4. Students requesting permission to attend school in the District who do not possess Canadian citizenship or landed status must be referred to the Superintendent, and may be admitted with a valid Student Authorization, in the following circumstances:

    4.1 At no cost to the student if, in accordance with the current Ministry Policy Circular on International Students:

        4.1.1 An international student who is attending school on a reciprocal and equal exchange. This exchange must be one in/one out of the same District for the same length of time, with the exchange completed within two (2) years;

        4.1.2 An international student who:

            4.1.2.1 Is a refugee claimant, or whose claim is in process and can substantiate this with a “letter of no objection”;

            4.1.2.2 Has been determined to be a Convention Refugee;

            4.1.2.3 Has been admitted to Canada under a federal Minister’s Permit.

        4.1.3 An international student whose parent(s):

            4.1.3.1 Has been admitted to Canada for permanent residence (i.e. landed immigrant), or has applied for permanent residence and can substantiate this with a “letter of approval in principle”;

            4.1.3.2 Has been admitted for temporary residence in Canada for a term of one (1) year or more (e.g. on a student authorization or employment authorization);

            4.1.3.3 Has been admitted under a teacher exchange program;

            4.1.3.4 Is carrying out official duties as a diplomatic or consular official and is able to substantiate this with a Foreign Representative Acceptance Counterfoil in the parent’s passport.

4.2 At Full Cost to the Student

4.2.1 Foreign students who reside in the District in an approved home stay and accepted as part of a planned education program organized by the District and approved by the Superintendent or designate.

5. The Superintendent has discretionary authority to grant additional approvals in unusual or reciprocal exchange situations, provided that additional cost or inconvenience to staff and other students is minimal.

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

ATTENDANCE AREAS

Background

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

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

Procedures

1. The Board approves school/program attendance areas.
2. Student Admission and School Choice
    - 2.1 The student admission process is to:
        - 2.1.1 Maximize the number of students able to attend their catchment area school in accordance with their interests.
        - 2.1.2 Enable the student's and parent's ability to choose the school and education program which best meets the student's educational needs.
        - 2.1.3 Support clarity, stability and continuity for students and families. Wherever possible, siblings will be admitted to the same school, subject to the provisions of the *School Act* and the interests of the family.
        - 2.1.4 Enable school and District staff to plan the allocation of resources in ways that will best accommodate demand and minimize adjustments required at the beginning of the school year.
3. The Superintendent or designate shall determine whether space and facilities are available in individual schools and education programs in the District for purposes of Section 74.1(6) and (7) of the *School Act*.
    - 3.1 Space and facilities are available in a school if there is excess capacity:
        - 3.1.1 Taking into account both physical and instructional resources, after reasonable enrolment projections have been made to allow for the accommodation of students returning from prior years, students enrolling in District programs, students incoming from designated feeder schools, and children enrolling in kindergarten who live in the catchment area for the school.
4. Decisions are to be made in consultation with the Principal of the affected school and will be based on program capacity, including consideration of the following factors:
    - 4.1 The operating capacity of the school as defined by the Ministry of Education;
    - 4.2 The level of staff assigned to a school by the District;
    - 4.3 The physical space in which instructional programs operate in the school;
    - 4.4 The ability of the school to provide the appropriate education programs for the applicant and other students;
    - 4.5 The needs of other programs located in the school.

5. Description of boundary lines and school attendance areas will be circulated to all schools and will be available to the public.

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

MAP OF ATTENDANCE AREAS

https://www.deltasd.bc.ca/schools/student-registration/catchment-area-maps/

STUDENT SAFETY

Background

Schools, to the greatest degree possible, are to provide safe and wholesome environments, free from conditions of fear, violence, racism, prejudice and harassment. The District therefore considers student safety our highest priority.

The District's major safety responsibilities are safety education and the maintenance of safe conditions and practices on District property; the District will also co-operate with the municipality, which holds primary responsibility for traffic and public safety.

Procedures

1. The District will:
    - 1.1 Maintain safe physical conditions in buildings and on school grounds.
    - 1.2 Observe and enforce safe practices, particularly in those areas of instruction and student activities, which offer special hazards.
    - 1.3 Offer safety education to students as pertinent to particular subjects and activities.
    - 1.4 Enforce District and School Codes of Conduct.
    - 1.5 Meet requirements of regulatory safety agencies.
2. The District will continue to support and advocate for improved student and staff traffic flow and safety.

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

Revised: May 31, 2022

STUDENT SAFETY – ICE RINKS

Expectations of Students and Staff in the City of Delta Helmet Use:

All participants on the ice, (school staff, students, parent supervisors), must wear at all times, an approved helmet suitable to provide fall protection.

Normally, CSA multi impact, ski, hockey helmets and skate boarding helmets are approved for this use. Road style bicycle helmets do not offer sufficient protection and are therefore not approved for this use.

School groups are expected to supply helmets of a sufficient number for their participants. The responsibility to provide a well-fitting, appropriate helmet, ultimately lies with the student and/or parent.

It is not expected that schools purchase a supply of helmets for student use.

The City of Delta is not responsible for supplying helmets for all participants, although there are limited supplies of helmets available at Delta's ice arenas. Contact with the facility officials prior to arriving is required to ensure adequate numbers are available.

Adults supervising on-ice activities are also responsible to supply and wear their own helmets.

Helmets are Required for the following:

- Skating Lessons
- Skating
- Nerf-like Hockey Sticks and hollow plastic pucks (available at City of Delta rinks)

Helmets with Face Protection (Face Cage or full visor style face protection) is Required for the following:

- Hard plastic sticks (Cosom Hockey sticks) with hollow plastic or soft pucks
- Ringette

Hard rubber or wooden sticks are allowed only for students in Hockey Canada or Hockey Academy Programs.

The person who supplies the helmets should assume the responsibility for the proper fitting and sizing of the helmet. In other words, if the parent has supplied the helmet, it is the responsibility of the parent to ensure it fits properly. Helmets supplied to the participant by the rink must be a helmet that fits the participant properly.

Injuries:

The supervising staff member from the school is responsible for the well-being, safety and first aid response for all participants. In the case where an injury to a student occurs, and a qualified first aid attendant is involved in addressing the injury, the first aid attendant is in charge of treatment and care. This applies whether the first aid attendant is a school employee or an employee of the City of Delta or the ice rink provider.

Attending first aid attendant would normally make the call to 911.

In the event that there is no qualified first aid response, it is the responsibility of the staff member present to seek the best medical support available, and they should call 911 if necessary.

Calls to 911 should be the decision of the first aid attendant, but a call to 911 by the supervising staff member beyond the decision of the attendant is permissible.

Delta School District staff responding to a first aid emergency, aids and assists the first aid attendant as needed. An important aspect of the duties of the Delta School District staff is to record all pertinent information regarding the incident, and be prepared to report the following, as required for SPP (School Protection Program) Accident Reporting:

Name(s) of injured participant(s), age, grade, school
Nature and cause of injury
Names of witnesses
Others involved in incident
Description of activity during which injury occurred
Level of supervision at the time of the incident
Level of care being received
Name of first aid attendant
Name of hospital and means of transportation
Parent/Guardian contact

Questions:

What happens if our (first aid trained) staff believes inappropriate actions are being taken (potentially complicating treatment or creating further injuries)?

- The school staff member is responsible for completing School Protection Program reporting procedures. Completion of this form would involve collecting information from the first aid attendant. Any information collected by the ice rink provider needs to be used to complete these procedures.

FAQ's:

1. Can students play hockey using wooden hockey sticks without proper protective gear during school sessions?
    - Hockey is not an approved activity for students to participate in during on-ice programs unless the students are enrolled in and involved in an on-ice session as part of a Hockey Academy.
    - Wooden hockey sticks used by students without protective gear raises the risk of injury that cannot be mitigated to a level of reasonable risk.

2. Can students, not wearing protective gear, use black rubber pucks instead of the orange hollow ones Delta Parks and Rec require during all during public and private rental sessions?
    - Rubber pucks are not to be used in any on-ice activity.

3. What procedures need to be in place when only some of a class are playing hockey and others are skating?
    - Delta Parks and Rec strongly suggest halving the ice for zone of play, in order to do this safely.

General:

What do we (Delta staff) do when the above agreed-upon procedures are not followed?

If safety and/or discipline issues are a concern, City of Delta staff would share their concerns with supervising school staff. If the situation required serious and immediate action to address severe safety or discipline, such programs should be immediately cancelled and the facility cleared of participants.

Concerns need to be reported directly to the administration of the school. This would also be the case if the concerns were for groups using any Delta Parks and Rec facilities, etc.

CROSSWALK GUARDS

Background

Pedestrian safety on public streets and walkways is a municipal responsibility. The level of crossing guard support is based on the annual grant from the City of Delta, with the crossing guard program administered by the District.

Procedures

1. Requests or concerns relative to the safety of students on crosswalks, streets and sidewalks, or controlled intersections at or near schools shall be referred in writing by the Director of Facility Services to the City of Delta Manager of Roads and Transportation.
2. A review of locations and costs shall be undertaken each spring by District and municipal staffs, with findings reported to the City of Delta.
3. Crossing guards are assigned the following school year to those locations and for those periods as approved by both the District and City of Delta.
4. Training for adult and student crossing patrols shall be provided by Delta Police.
5. The Superintendent may, at his/her discretion, establish a temporary crossing patrol to meet short-term hazardous situations.

Reference: Sections 8, 20, 22, 65, 85 *School Act*

Revised: September 2018

Responding to Unexpected Health Emergencies

Background

The District recognizes that at times unexpected health emergencies may occur which require timely and effective response. Unexpected health emergency incidents can occur without warning and require immediate intervention before emergency responders arrive. Ensuring that schools are equipped and prepared to respond supports student and staff safety at school, enabling school communities to focus on learning and well-being while increasing confidence and security. Focus, in addition to timely intervention, is on the dignity and privacy of the individual(s) involved. The District is committed to providing barrier-free access in a non-stigmatizing manner in supporting the diverse needs of those requiring support. This includes recognizing that stigma associated with certain medical conditions such as mental health issues or substance use, can act as a barrier to support and treatment.

The District recognizes the authority accorded parents/legal guardians of children. The Superintendent therefore directs staff members to refrain from offering consent for medical treatment of students. However, in cases of injury or illness which occur to students on school grounds, in the school, or on a site where a school-sponsored activity is being held, the supervising teacher or Principal will act as a responsible guardian and seek appropriate and immediate treatment. Parent/legal guardians will be informed as soon as practicably possible. Emergency student transportation authorized by staff members is to be by the safest possible means. The Superintendent, however, acknowledges in emergency situations, quick action may be critical to the health of the child.

Guidelines

1. In the case of a serious accident requiring emergency treatment, the Principal or designate must take the action they feel is required for treatment.

   1.1 It is preferable to phone the parent and identify the physician or surgeon to whom the student is to be taken.

   1.2 If time and urgency do not permit, the Principal is to obtain immediate medical aid.

2. The removal of the student from the school is to be done with the approval of, and under the direction of, medical authorities, whenever possible.

3. Students with severe medical conditions may require emergency intervention by school staff. These conditions are physician-diagnosed and potentially life-threatening. Parents and guardians work in partnership with schools to keep schools informed regarding their child's medical conditions to ensure the school is aware of and can

support appropriate care at school. In the case of preexisting conditions which involve training school staff to provide specific health-related care for students, staff will follow the preestablished care plans developed under the direction of the Fraser Health Authority.

4. Safety tools, including automated external defibrillators (AEDs) and naloxone kits will be provided and available in every elementary and secondary school. Access will include the following:

    4.1 Tools will be clearly marked to support easy identification and use. The location will be identified by the school and communicated to all staff.
    4.2 Routine inspections, at minimum yearly, will be conducted to ensure functionality and monitor expiry dates
    4.3 Identified staff will receive training which will include instruction on the administration of such tools

5. In the case of an accident occurring in the school, on the grounds, or at a school function whenever or wherever held, an incident report must be completed and filed in within twenty-four (24) hours. Every accident of a serious nature, or potentially serious nature, must be reported immediately to a medical authority on the prescribed form.

For students who have medical needs that require, or might require, regular or emergency medication, *Administrative Procedure 316 – Administration of Medication* will apply. For those students who may experience anaphylaxis, please see *Administrative Procedure 317 – Life-Threatening Allergic Reactions*.

Glossary

Automated external defibrillator (AED): a portable device that analyzes the heart's rhythm during a sudden cardiac arrest and delivers an electric shock to restore a normal heartbeat

Naloxone Kit: a package containing the fast-acting medication naloxone, which is used to temporarily reverse the effects of an opioid overdose or poisoning. The primary purpose of the kit is to restore normal breathing and central nervous system function in a person whose breathing has slowed or stopped due to an opioid overdose, potentially saving their life until emergency medical services arrive.

See School Act (PDF) - Sections 88(1) and 168(2)(t)
See Support Services for Schools Order (PDF) (M149/ 89)
Good Samaritan Act
Administrative Procedure 316 – Administration of Medication
Administrative Procedure 317 – Life-Threatening Allergic Reactions.
K-12 Mental Health Promotion: Key Principles and Strategies

ADMINISTRATION OF MEDICATION

Background

Supervision and care shall be provided for students who have a medical problem that requires, or might require, regular or emergency treatment.

Procedures

1. Medication will be administered by school staff to a student in regular attendance at school only upon completion and receipt of a Request for Administration of Medication form (Form 316-2) signed by the parent or legal guardian and the physician, with the exception noted in 5 below.
2. The Principal is to ensure that:
    - 2.1 The completed form is received prior to administration of medication.
    - 2.2 The parent/guardian is informed of his/her responsibility to update medical information each September and as the need arises.
    - 2.3 All forms returned by parents or legal guardians are kept in the student's file and a copy with the medication.
    - 2.4 Teacher-on-Call (TOC) and substitute Education Assistants (EA) are informed of the medical problems of students in their classes.
3. If the Principal learns from information provided on the standard Student Registration Form (Form 300-1), Medical Alert Card (Form 316-1), or from any other source, that a student is, or may be, required to have medication administered while attending school, the Principal is to immediately contact the student's parents or legal guardians and request that they complete a Request for Administration of Medication form (Form 316-2).
4. Medical Alert Cards
    - 4.1 The Principal is to ensure that:
        - 4.1.1 The parent/guardian is informed of his/her responsibility to complete and/or update Medical Alert Card (Form 316-1) and the Request for Administration of Medication (Form 316-2) each September and as the need arises.
        - 4.1.2 All forms returned by parents or legal guardians are kept in an easily accessible location.
        - 4.1.3 School staff, Teacher-on-Call (TOC) and substitute Education Assistants (EA) are informed of the medical problems of students in their classes.
        - 4.1.4 The bus company is to be provided with a copy of a Medical Alert Card (Form 316-1) for any student who is provided with bus transportation to and from school and who has a Medical Alert Card on file.
5. Occasional administration of prescription or non-prescription medication does not require completion of the Request for Administration of Medication form. Examples would include antibiotics or other prescription medication for a particular short course of treatment, non-prescription allergy medication or pain relievers, etc. For a Principal or designate to administer these medications, written parent permission (including pharmacy instructions for prescriptions) is mandatory.

6. If the medication requires storage at the school, the parent or legal guardian shall be informed that it is the parent's responsibility to have the medication delivered to the school in a properly labelled prescription container.

7. If required, it is the responsibility of the District to arrange for appropriate training of the school personnel.

   7.1 In all such cases, more than one (1) staff member shall be trained in the administration of the medication in order to provide an alternative person in cases of absence or unavailability.

8. The Administration of Medication Log (Form 316-3) for each student shall be maintained in the location where medication is stored. The log shall show date, time and dose of each medication administration, any other pertinent information, and the initials of the administering person.

9. Where a student may require medication in an emergency situation, for example, an injection of adrenaline for an allergic reaction, the Principal shall make all teachers who normally supervise the student aware of this fact and the steps to be taken if such an emergency occurs.

Reference: Sections 7, 8, 17, 20, 22, 65, 84, 85, 95 *School Act*
Good Samaritan Act
School Regulation 265/89
Anaphylaxis Protection Order M232/07

LIFE-THREATENING ALLERGIC REACTIONS

Background

The District is committed to the principle of providing a safe learning and teaching environment for its students. This includes a safe environment for all those who have been identified as having the potential for an anaphylaxis event.

Anaphylaxis is the term used to describe an acute, severe, life-threatening allergic reaction which requires immediate medical treatment. While it is impossible to create a risk-free environment, school staff and parent(s)/guardian(s) can take important steps to minimize potentially fatal anaphylactic reactions.

The Principal is responsible for creating and maintaining as safe and healthy an environment as is reasonably possible for students who may experience anaphylaxis, a severe life-threatening allergic reaction. The parent/guardian of the student is a partner in this process.

Procedures

1. The parent(s)/guardian(s) will inform the Principal of the student's anaphylactic condition and complete the Request for Administration of Medication form (Form 316-2) if medication is required and the Anaphylactic Student Emergency Procedure Plan (Form 317-1).
2. The information must be reviewed annually and the forms updated when there are changes to medication or dosages of medication.
3. The student is to wear medical alert identification which identifies specific allergens.
4. The Epinephrine Auto Injector (EpiPen) and Anaphylactic Student Emergency Procedure Plan (Form 317-1) will be kept in the medical room and if necessary, in the student's classroom in a locked cupboard.
    - 4.1 If necessary, the student is to carry the Epinephrine Auto Injector (EpiPen) and the Anaphylactic Student Emergency Procedure Plan with him/her at all times.
    - 4.2 If possible, the parent(s)/guardian(s) are to provide the school with an additional EpiPen which will be stored in a safe, accessible location.
        - 4.2.1 This location will be made known to all staff.
5. The anaphylactic student's parent(s)/guardian(s) must meet with the Principal prior to the student's first day in a school or any time there is a change in the medical condition.
6. A meeting with the student's teacher(s) will be arranged as soon as possible.
7. The public health nurse will be informed of the student's condition.
8. Following discussion with the student with anaphylaxis and his/her parent(s)/guardian(s), other students and parents in the class may be given information of the student's condition.
9. All District employees shall receive education about anaphylaxis.
    - 9.1 Identified staff will receive training which will include instruction on the administration of the child-specific medical alert plan and may include training for use of the EpiPen.
    - 9.2 The public health nurse will assist in the training of the appropriate staff.

10. It is vital that students with anaphylaxis be easily identified. The child-specific medical alert information must include a description of the allergy as well as the emergency treatment plan (Form 317-1).

    10.1 In addition, medical alert information (with an up-to-date photograph of the student) will be posted at various locations such as the student's classroom, medical room, staff lounge, and any room used on a regular basis by the student.

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

HEAD LICE

Background

The District is committed to working with parents and British Columbia Health Services to prevent and control head lice infestation.

Procedures

1. Principals will work with British Columbia Health Services to arrange for the provision of education and information regarding head lice prevention, control and treatment on an as needed basis.
2. Students with head lice will be identified, notified and supported in a confidential, nonjudgmental manner.
3. The Principal shall inform parents of students in the affected student's class of the need to check their children for head lice. The letter sent home shall not identify the affected student.
4. Screening for lice may be conducted by a parent volunteers whenever possible. Such screening will be conducted in a confidential manner.

Reference: Sections 7, 17, 20, 22, 65, 85 *School Act*

Revised: January 2017

STUDENT RECORDS

Background

In order to provide appropriate instruction and educational services, the District maintains information on students and their families. Pertinent information in these records shall be readily available to appropriate school personnel, be accessible to the parents or legal guardians of school-age students or to the student in accordance with legislation, yet will be guarded as confidential information.

The records shall also be available with proper authorization, to a person planning for the delivery of, or delivering health, social, or support services to the student, or to the Board's insurer to the extent necessary to meet any claims being made against the insurance provided to the Board by that insurer. Such records are released on the understanding that the person receiving such information shall not disclose it except for the purpose intended.

The Superintendent or designate shall ensure the proper administration of student records in accordance with legislated requirements, as well as the need for efficient and safe collection and retention of student information.

All individual student records maintained by the District are confidential, including individual addresses and telephone numbers.

Procedures

1. Records on all students attending school in British Columbia are kept as electronic Permanent Student Record cards, in electronic student files and electronic confidential student files.
2. Permanent Student Record (PSR)
    - 2.1 The PSR card maintains records of:
        - 2.1.1 Student's date of entry;
        - 2.1.2 Student's attendance record;
        - 2.1.3 List of student record inclusions;
        - 2.1.4 Record of schools attended.
    - 2.2 Permanent Student Records are stored in electronic format. Parents or students may examine the Permanent Student Record while accompanied by the Principal or designate, and may subsequently obtain copies or extracts.
    - 2.3 When a student transfers from one B.C. public school to another, upon request, the original Permanent Student Record (consisting of Permanent Student Record Form (Form 320-1) and copies of the two (2) most recent years of Student Progress Reports), the current Student Learning Plan and the current Individual Education Plan (IEP), and the documents referenced in the Student Record Inclusions section, as well as any other information deemed relevant, will be securely emailed to the Principal of the receiving school.

2.4 When a student is leaving the B.C. public school system to enrol in an independent school, or a school outside the province, a copy of the Permanent Student Record (consisting of Permanent Student Record Form (Form 320-1) and the two (2) most recent years of Student Progress Reports), the current Student Learning Plan, the current IEP, and optionally any documents deemed relevant are to be securely emailed to the receiving Principal upon request.

2.4.1 The original Permanent Student Record shall be maintained at the sending school.

2.5 When a student withdraws or graduates from the B.C. public school system, the Permanent Student Record and either the two (2) most recent years of Student Progress Reports or an official copy of the Transcript of Grades shall be stored or archived electronically for a period of fifty-five (55) years from the date the student withdraws or graduates, as required by the Ministry.

2.6 When a student transfers from or to non-Independent First Nations schools in BC we will gather records and share information as appropriate and as outlined in the School Act and, to the greatest extent possible the procedures outlined by the non-independent First Nations school.

3. Student File

3.1 The electronic student file must include:

3.1.1 All documents listed as inclusions on the Permanent Student Record, including two (2) most recent years of Student Progress Reports or Transcript of Grades.

3.1.2 Copy of current Student Learning Plan, if any.

3.1.3 Copy of current Individual Education Plan (IEP), if any.

3.1.4 Information deemed relevant to the student's education program.

3.2 The student file is stored electronically at the school where the student attends.

3.3 Parents or students may examine the electronic student file while accompanied by the Principal or designate, and may subsequently obtain copies or extracts.

3.4 When a student transfers from one B.C. public school to another, upon request, the student file will be securely emailed to the Principal of the receiving school.

3.5 If a student is leaving the B.C. public school system to enrol in a private school in B.C., or if a student is leaving the B.C. public school system to enrol in any school (public or private) outside the Province of B.C., parental consent is required prior to forwarding the student file.

4. Confidential Files

4.1 Individually administered aptitude tests, confidential reports, and other sensitive materials (information other than objective descriptions on student progress, etc.) are not to be placed in the regular electronic student file.

4.1.1 These materials are to be placed in a separate electronic file kept under supervision of the Principal.

4.2 Parents or students may examine the electronic confidential file while accompanied by the Principal or designate and may subsequently obtain copies or extracts.

4.2.1 When the electronic file contains results of individual aptitude testing administered by District personnel, arrangements are to be made to have the author of the report, or in the author's absence the regional psychologist, in attendance to assist the parent in interpreting the results.

5. Release of Information

5.1 Provision of information from student records to outside agencies shall normally require parental/guardian authorization on the appropriate form (Form 320-2).

5.2 Where such permission is unavailable or inappropriate, but information is required by a person planning or delivering health services, social services, or other support services to the student, the appropriate written authorization must be given by the District official in charge of student services (Form 320-3).

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 *School Act*
Divorce Act
Family Relations Act
Freedom of Information and Protection of Privacy Act

Revised: July 2023

STUDENT RECORDS – PARENT'S RIGHT TO INFORMATION

In accordance with the *School Act,* parents of school-age students shall be permitted to examine all student records kept by the District while accompanied by the Principal or designate to interpret the records.

A parent is defined by the *School Act* as:

- The guardian of the student;
- The person legally entitled to custody;
- The person who usually has the care and control of the student.

When provided with the appropriate Court Order, a Principal shall provide information to a non-custodial parent.

Further, specific court orders granted by the court concerning the rights of the non-custodial parent at the school are to be respected by the school to the extent possible.

Divorce Act

A non-custodial parent who has "access" is entitled to receive information from the school concerning the education of a child (e.g. report card), but is not entitled to examine the student records unless s/he meets the definition of "parent" in Section 1 of the *School Act* (e.g. joint guardianship).

Family Relations Act

A non-custodial parent with access under this Order would require a specific order of the court to receive information from the school concerning his/her child's education.

Separation Agreement

A specific court order is required granting a non-custodial parent, who has access, the right to receive information on the education of his/her child.

In the absence of a valid Agreement/Court Order, the custodial parent must give permission to the Principal, in writing, prior to any information on a child's education being provided to the non-custodial parent.

Requests for information, which cannot be agreed to jointly by both custodial and non-custodial parent, are to be referred to the Superintendent's office.

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 *School Act*
Divorce Act
Family Relations Act
Freedom of Information and Protection of Privacy Act

Revised: July 2023

MAINTAINING PERMANENT STUDENT RECORDS

1. Permanent Student Record:

   1.1 Form 320-1 (Ministry Form 1704), completed in accordance with the Ministry of Education "Permanent Student Record Completion Instructions", which are effective at the time of completion.

   1.2 Student Progress Reports for the 2 most recent years (or an electronic copy of the Transcript of Grades issued by the Ministry of Education)

   1.3 Electronic Student File includes:

      1.3.1 All documents listed as inclusions on Form 320-1 (Ministry Form 1704)

      1.3.2 Copy of student's current Learning Plan, if any

      1.3.3 Copy of student's current Individual Education Plan (IEP), if any

      1.3.4 Information deemed relevant to the student's education program

PERMANENT STUDENT RECORD

DESCRIPTION	RESPONSIBILITY OF	RETENTION SCHEDULE
P.S.R. card (Form 320-1, Ministry Form 1704)	Principal, who may delegate to teacher, Inclusive Learning staff, Administrative Assistant, as appropriate.	55 years from the date the student withdraws or graduates from school.
Student Progress Reports for the 2 most recent years (or a copy of the Transcript of Grades issued by the Ministry of Education)	Principal, who may delegate to teacher, Inclusive Learning staff, Administrative Assistant, as appropriate.	55 years from the date the student withdraws or graduates from school.

MUST BE LISTED ON THE PSR FORM	MAY BE LISTED ON THE PSR FORM	RETENTION SCHEDULE
Health services information as indicated by a medical alert.	Any records which an educator deems relevant to the educational program of the student. (Notes in an educator's personal file are not part of a "student record" unless shared.)	As long as information is relevant, OR when student reaches the age of 19 years, plus an additional 3 years.
Support services information, including summary page of test protocols; intake forms; letters indicating decisions made re: provision of special services; reports to parents on individual assessments; reports to parents on individual speech/language services and individual counselling reports.	Scholarship awards	When student reaches the age of 19 years, plus an additional 3 years.

MUST BE LISTED ON THE PSR FORM	MAY BE LISTED ON THE PSR FORM	RETENTION SCHEDULE
Court orders as indicated by the legal alert.		As long as information is relevant, OR when student reaches the age of 19 years, plus an additional 3 years.
Other legal documents, e.g., name change or immigration document.		When student reaches the age of 19 years, plus an additional 3 years.
Notification that student is registered as a Home Schooler.		Not applicable
Notification that student is on Individual Education Plan (IEP);		When student reaches the age of 19 years, plus an additional 3 years.

2. Maintaining Permanent Student Records

2.1 Updating

2.1.1 Responsibility of Principal to delegate to teacher, Inclusive Learning staff, Administrative Assistant, as appropriate.

2.2 2.2 Two (2) sets of electronic files

2.2.1 Student file including Permanent Student Record card and inclusions

2.2.2 Confidential file

2.3 Access

2.3.1 Refer to Administrative Procedure 320 – Student Records.

2.4 Storage

2.4.1 Secondary schools:

2.4.1.1 Permanent Student Record kept at school for five (5) years after student withdraws or graduates, after which time the Permanent Record is efiled and stored on-site.

2.4.1.2 Student file to be retained until the student reaches the age of nineteen (19) years, plus an additional three (3) years, after which time the file is destroyed.

2.4.2 Elementary schools:

2.4.2.1 Permanent Student Record kept at school until three (3) years after student withdraws; after which time the Permanent Record is efiled and stored on-site.

2.4.2.2 Student file to be retained, stored electronically at the school, and destroyed when the student reaches the age of nineteen (19) years, plus an additional three (3) years.

3. Document Transfer to Other Schools

3.1 Refer to Administrative Procedure 320 – Student Records.

Note: Minister's Permanent Student Record Order states that:

A Board must transfer the Permanent Student Record, the current Student Learning Plan and the current IEP for a student, on receipt of a request from the school where the student is enrolled, to that school.

Where a former student of a board is enrolled in an independent school or an educational institution outside the Province and the board receives a request from that independent school or educational institution, the school must securely email the current Student Learning Plan, the current Individual Education Plan and a copy of the Permanent Student Record of the student to that independent school or educational institution.

4. Freedom of Information/Protection of Privacy

4.1 As students and parents have access to the electronic student files, care is to be taken to ensure that only appropriate electronic documents are retained in the permanent file.

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 *School Act*
Divorce Act
Family Relations Act
Freedom of Information and Protection of Privacy Act

Revised: July 2023

YOUNG OFFENDER RECORDS

Background

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

Procedures

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

2.4 Young offender records shall be destroyed when they are no longer required for the purpose for which the information was disclosed.

2.5 When a young offender ceases to be a student at the school to which information was provided the young offender records shall be destroyed.

3. Ongoing communication between youth justice personnel and school and District staff is encouraged.

3.1 Principals shall inform the youth worker whenever a young offender about whom they have received information transfers to another school.

3.2 It is the responsibility of the youth worker to advise the receiving school about the student's young offender status. The Principal of the sending school shall not forward any young offender files or information to the receiving school when a young offender transfers to another school.

3.3 The Principal is to meet regularly with the youth worker in order to:

3.3.1 Be advised of any changes regarding probation, conditional supervision or temporary absence orders, including the expiration of such orders.

3.3.2 Advise the youth worker of attendance or other problems which may result in the young person being found in violation of a court order regarding bail, probation, conditional supervision or temporary absence.

3.4 The Principal, upon written request from a youth worker to provide information for a report ordered by a youth court judge, shall arrange for the release of information from the student record portfolio after first receiving the following information from the youth worker:

3.4.1 Name;

3.4.2 Age;

3.4.3 The nature of the report to be provided and the section of the Youth Criminal Justice Act under which such a report is authorized;

3.4.4 Timelines with respect to providing information;

3.4.5 Specific description of the type of information required such as:

3.4.5.1 Attendance of the student;

3.4.5.2 The program or courses in which the student is enrolled;

3.4.5.3 The performance of the student;

3.4.5.4 The nature of incidents giving rise to discipline and the type of discipline imposed; and

3.4.5.5 The number of years for which the information is required (for the current school year or the student's entire career in the school).

Before any information is released, the Principal shall obtain the consent of the parent, or of the student or the parent if the student is sixteen (16) years of age or older.

3.5 The Principal is authorized to request the Attorney General, an agent of the Attorney General, a peace officer, or a provincial young offender's director, to apply on behalf of the District to a youth court relative to:

3.5.1 Disclosing information to the Principal when the Principal believes that a student poses a risk to the safety of school personnel; or

3.5.2 Disclosing court-ordered psychological assessments; or

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

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

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

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/guardian with whom the student lives will be informed that the claim for custody has been made.
    - 2.3 Notify the parent/guardian 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/guardian 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 demeanour of persons involved, and as much of their actual statements as it may be possible to record.
4. When deemed necessary, the Zone Superintendent shall be informed by the Principal of all demands for custody which s/he 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 his/her 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, Youth and Family Enhancement Act
Divorce Act
Family Relations Act
Freedom of Information and Protection of Privacy Act
Canadian Charter of Rights and Freedoms

CHILD ABUSE

Background

The District requires all staff to concern themselves with the physical, social and emotional welfare of each student. Abuse or neglect of children and youth must not be left unchecked by persons charged with the care of students.

Consistent with the objectives of the District, education is to assist students to deal with social issues including the implementation of appropriate child abuse prevention programs.

Definition

Child Abuse: A child under nineteen (19) years of age who is:

- Abused or neglected so that his/her safety or well-being is endangered abandoned
- Deprived of necessary care through the death, absence or disability of a parent
- Deprived of necessary medical attention
- Absent from his/her home in circumstances that endanger his/her safety or well-being.

Procedures

1. Early in each school year, the Principal shall review the B.C. Handbook for Action on Child Abuse and Neglect and this administrative procedure, with the teaching staff to ensure that all teachers are aware of its contents, and their legal responsibility to report to the Ministry of Children and Family Development when they have to believe that a child has been or is likely to be abused or neglected.
2. A teacher who has reason to believe that a student is in need of protection must report his/her suspicions to the local Ministry of Children and Family Development office, and notify the Principal of his/her actions. Form 325-1 MCFD Report Form for Suspected Child Abuse is to be completed.
3. Statements are to be recorded in the student's own words.
    - 3.1 Principals and teachers are to refrain from interviewing the student after receiving the student's first disclosure.
    - 3.2 Interviews will be conducted by the Ministry of Children and Family Development staff, and in some cases they will jointly interview with the police.
4. Principals are required to allow the investigating social workers and the police to interview the student in the school. It is expected that the Principal shall advise the investigating social worker and/or police officer of pertinent information.
5. Although a teacher or Principal may be requested to be present during an interview to provide support to the student, a staff member is not required to be present when the student is interviewed.
6. Staff members shall refrain from contacting parents unless specifically asked to do so by the investigating social worker or police officer.

7. Following the investigation, representatives of Ministry of Children and Family Development and the police will attempt to provide feedback to those staff members directly involved regarding the outcome. However, confidentiality respecting details of the case is required by legislation.

8. Child Abuse Prevention Programs

   8.1 Appropriate child abuse prevention programs shall be implemented on a planned basis to:

      8.1.1 Complement safety programs at primary grades;

      8.1.2 Complement health programs at intermediate grades;

      8.1.3 Integrate into family life programs at secondary grades.

   8.2 Adaptation of prevention programs will be provided for students with special needs.

   8.3 Appropriate in-service will be provided to staff involved in implementing prevention programs.

   8.4 Parents shall have the option of requesting that their child not participate in the prevention programs.

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 *School Act*
Child, Family and Community Service Act
Freedom of Information and Protection of Privacy Act
Criminal Code of Canada
The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers
Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report

STEPS TO FOLLOW IN REPORTING CHILD ABUSE

If Abuse or Neglect is Suspected

1. Whether to report a suspected case of child abuse or neglect is always a difficult problem. The Child, Family and Community Services Act states, however, that:
    1.1 A person who has reason to believe that a child is in need of protection shall report;
    1.2 There can be no claim of confidentiality except in the case of a solicitor-client relationship;
    1.3 Legal action can only appropriately be taken against a person making a report that is made maliciously or without reasonable grounds;
    1.4 The Ministry of Children and Family Development and the Police have continually stressed that school personnel must report all reasonable suspicions and there can be no investigation conducted by the school. This does not, however, rule out any reasonable and confidential discussions conducted between staff members. If you are uncertain about reporting, please consult with your Principal, other school personnel, or the intake worker at the Ministry of Children and Family Development.

If Abuse is Disclosed in the Classroom

1. Do not display any shock in front of the child.
2. Indicate to the child that you have heard what was said, recognized the importance of the message, and wish to talk to the child about it as soon as is reasonably possible.
3. Speak to the child privately, showing sympathy and acceptance without judgment. DO NOT MAKE ANY PROMISES TO THE CHILD
4. Keep the interview as short as possible. You are not investigating, only clarifying what was said.
5. After speaking to the child make notes on the child's emotional and physical state as well as what was said.
6. Follow the Reporting Procedures as outlined below.

REPORTING STEPS

STEP I

1. When a teacher believes that a child abuse investigation is warranted, that teacher is to complete Form 325-1 – MCFD Report Form for Suspected Child Abuse:
    1.1 The name, age, birth date, sex, grade, address, and telephone number of the child
    1.2 The names of the parent(s) or guardian(s);
    1.3 The reason for the teacher's concern and any relevant statements made by the child to the teacher;
    1.4 Apparent indications of injuries or bruises;
    1.5 If known, where and when the alleged abuse occurred;
    1.6 If known, the name and address of the alleged offender.

STEP II

2. The teacher contacts the Intake Worker at the Delta office of Ministry of Children and Family Development. When a report is made, the following are to be noted:

   2.1 The name of the intake social worker receiving call;

   2.2 The time and date the call was made;

   2.3 That Ministry of Children and Family Development will notify the police in case of physical or sexual abuse;

   2.4 The action proposed by Ministry of Children and Family Development particularly in the areas of police involvement and the time and place of the interview. Ministry of Children and Family Development will need to know the time students are dismissed for the day.

STEP III

3. A social worker from Ministry of Children and Family Development (and in some cases a police officer in the case of sexual or physical abuse) will usually interview the child at the school within twenty-four (24) hours. A short meeting between school, Ministry of Children and Family Development and police personnel prior to the abuse interview will be necessary in order to exchange any relevant information.

POINTS TO REMEMBER

- No school personnel are to notify the parents or guardians of the child before contact has been made by Ministry of Children and Family Development.
- If the case is considered very critical or unusually sensitive, the Principal is to notify the Assistant Superintendent or Director responsible for Inclusive Learning.
- If Ministry of Children and Family Development social workers and police officers arrive at the school to interview a child concerning abuse, the Principal is to cooperate fully, provided proper identification has been produced by the other agency personnel.
- School personnel are not to insist on being present at the interview, but are to be prepared to attend to support the child if asked by the social worker.
- It is not the role of the school to actively gather evidence of abuse, only to inform Ministry of Children and Family Development and the police of a reasonable suspicion of abuse. School personnel are not to conduct an in-depth interview of the child prior to the official child abuse interview.
- It is very important to remember that a teacher does not relinquish the legal obligation to inform Ministry of Children and Family Development about a possible case of abuse or neglect simply by passing on his or her concerns to an administrator. If the teacher believes that an investigation should take place, but the administrator does not, it is the teacher's responsibility to contact Ministry of Children and Family Development.
- Inter-agency cooperation is vital if the interests of the children are to be safeguarded. Any questions or complaints about the handling of a child abuse case by Ministry of Children and Family Development or the police are to be directed to the Director responsible for Inclusive Learning immediately. Only by correcting misunderstandings or mistakes can cooperation be maintained.

- In the case of an allegation of child abuse where the alleged offender is an employee of District, the Principal shall notify the Community Services manager of Ministry of Children and Family Development and the Superintendent or designate. All such investigations shall involve both the Superintendent or designate, and Ministry of Children and Family Development and, where appropriate, the police.
- School personnel are to provide relevant information to the investigating social worker and police officer. However, the confidentiality of investigations about child abuse or neglect is to be maintained. A written report regarding abuse and neglect is not to be in the child's records. School personnel are to maintain their personal notes as the information may be required by the courts. A copy of the report form is to be sent to the Superintendent's office. Any written records are to be given to Ministry of Children and Family Development.

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 *School Act*
Child, Family and Community Service Act
Freedom of Information and Protection of Privacy Act
Criminal Code of Canada
The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers
Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report

Revised: September 2018

INVESTIGATION OF ALLEGED CHILD ABUSE BY SCHOOL EMPLOYEE

Background

An allegation of physical or sexual abuse by District personnel is not only a matter which requires reporting to the Ministry of Children and Family Development and to the police, but is also an issue of standards of practice to be dealt with by the Board through the Superintendent. Allegations will be followed by one (1) or more of the following proceedings:

- Investigation by the Ministry of Children and Family Development;
- Investigation by the local police which may result in criminal proceedings against the staff member involved;
- Investigation by the Superintendent or designate and possible action by the Board;
- Civil proceedings.

Procedures

1. Any District employee who receives a report of alleged sexual and/or physical abuse by another District employee, or who has reason to believe that a student is being or has been physically or sexually abused by a District employee shall immediately report the circumstances to his/her Principal, who will report the allegation to the Community Manager of Ministry of Children and Family Development, or in the manager's absence, the intake social worker, and to the Superintendent or designate.

    1.1 If the allegation involves the Principal, the District employee is to report directly to the Superintendent or designate.

2. The Superintendent may seek guidance from the District's legal counsel.
3. When a report is made to Ministry of Children and Family Development, it is the responsibility of Ministry of Children and Family Development to consult with police and the Superintendent and to agree on a joint strategy to interview the student, the parents, or any other sources necessary to determine whether there are grounds for further investigation.
4. If the preliminary investigation indicates that the report is unfounded, no further action is required.
5. If the need for further investigation is indicated, the social worker will report to the Superintendent.
6. No further discussions regarding the alleged offence are to take place with the alleged offender without consulting the social worker and the police.
7. Whether or not criminal charges also result, the social worker will advise the Superintendent of the results of the investigation and will include sufficient relevant information to enable the District to take appropriate remedial and/or disciplinary action.
8. When an employee resigns over an allegation of child abuse, whether or not that allegation has led to a conviction, a written report of the circumstances giving rise to the allegation and the outcome of the allegation will be placed in a confidential employee's file.

9. The information in a teacher's report will be transmitted to the Teachers' Council and will be provided when any other school districts request information for the purpose of employment.

Reference: Sections 7, 9, 17, 20, 22, 65, 79, 85 *School Act*
Child, Family and Community Service Act
Freedom of Information and Protection of Privacy Act
Criminal Code of Canada
The B.C. Handbook for Action on Child Abuse and Neglect –For Service Providers
Responding to Child Welfare Concerns – Your Role in Knowing When and What to Report

STUDENT ATTENDANCE

Background

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

Specific provisions for regulating the attendance of students shall be developed in consultation with students, staff and Parent Advisory Councils as appropriate.

Procedures

1. An accurate daily record of attendance shall be kept for each student.
2. Principals are expected to have in place a system for verifying reasons for non- attendance on a daily basis.
   - 2.1 For all grades, unexplained absences will be reported to the office.
   - 2.2 In the elementary schools, attendance shall be done in the morning and afternoon. All unexplained absences during the school day shall be reported to the office immediately after the absence becomes apparent. All reasonable efforts must be immediately made to determine the whereabouts of students reported absent.
   - 2.3 In the elementary schools, a phoning system shall be in place to contact parents with regard to unexplained absences as soon as possible.
   - 2.4 In the high school, attendance shall be done during each period. All reasonable efforts must be made shortly to determine the whereabouts of students reported absent.
3. Teachers shall assist in maintaining an accurate attendance record for each student.
4. Because schools are often asked to document student absence/attendance, it is strongly recommended that any student absence be explained by a note signed by a parent or guardian and that the notes shall be retained for at least one (1) year.
5. Parents are to be encouraged to take the initiative in advising the school when students are absent.
6. In cases of unexplained absences, suspected truancy or excessive absences occurring, the parent or guardian shall be contacted as soon as a pattern of poor attendance becomes evident, as determined by the school’s attendance procedures.
7. If attendance becomes an issue for a student of Indigenous ancestry the Principal will inform the Indigenous Education Department of the concern and consult on how best to support the student and the family.
8. Initial investigation of reasons for extended student absence from school shall be the responsibility of the Principal or designate. An annotated log is to be kept of each contact with the home.

9. The Principal shall establish procedures with students who are inexcusably absent from school or classes. These procedures are to reflect:

    9.1 Efforts to work directly with the student to resolve the issue;

    9.2 Ongoing communication and consultation with the parents concerning the attendance problem;

    9.3 Progressively more serious consequences for students who are persistently and inexcusably absent; and

    9.4 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*

Revised: May 31, 2022

STUDENT WELFARE

Background

Schools, which function as one of many social institutions or agencies, carry a specific societal mandate for education of students. School officials also operate in loco parentis.

Procedures

Schools must be conducted in a manner which:

1. Ensures that its educational mandate receives first priority.
2. Ensures that students in school receive, within the limitations of a school setting, similar consideration as would be received from a careful, wise, and judicious parent.
3. Assists other agencies in carrying out their necessary duties in the public interest, without jeopardizing 1 or 2 above.

Reference: Sections 9, 17, 20, 22, 65, 79, 85 *School Act*

SPECIALIZED SERVICES 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 Services 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, 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.
3. In cases where efficiencies can be realized through the provision of centralized services available to all school communities within the District, the Superintendent or designate, 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 Service Act

STUDENT CONDUCT AND DISCIPLINE

Background

Conduct and behaviour are closely associated with learning, and an effective instructional program requires a wholesome and orderly school environment.

Procedures

1. Students are expected to:
    1.1 Attend school regularly and apply themselves to their learning responsibilities in both school and distributed learning courses.
    1.2 Conform to reasonable standards of socially acceptable behaviour.
    1.3 Respect the rights, person, and property of others.
    1.4 Preserve the degree of order necessary for a positive climate for learning.
    1.5 Submit to the authority of staff and respond accordingly.
2. Discipline of a student shall be similar to that of a kind, firm, and judicious parent, but shall not include corporal punishment.
3. The District shall maintain a Code of Conduct, and following this model, principals will establish school codes of conduct to apply to students during any school activity, and may hold students responsible for their conduct on the way to and from school or a school activity.
4. Parents are expected to play a supportive role in affirming District and school expectations of conduct, in maintaining contact with the school, in ensuring care and appropriate supervision of their children when the parents are absent from the District, and in being available on short notice to attend a school interview when such is deemed necessary by the Principal.
5. In cases of serious misbehaviour or lack of application to school studies, a Principal or Vice-Principal is authorized to suspend a student for up to five (5) school days, in accordance with Administrative Procedure 355 – Suspension and Expulsion of Students.
6. Where necessary, the Superintendent or designate may extend this suspension for disciplinary or investigative reasons.
    6.1 A suspension, which is extended for more than fifteen (15) school days, shall be reported to the Board.
7. Only the Board may make a decision to no longer offer an education program to a student sixteen (16) years or older.
8. Procedures shall be established which provide, in cases of suspension, for appropriate involvement of District Office staff and parents, and for provision of an appropriate education program within a reasonable time after suspension.

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

DISTRICT CONDUCT OF CONDUCT

The District, which includes staff, parents and students, has the responsibility to provide and ensure a safe and positive climate for learning. The District Code of Conduct provides a broad framework of behavioural expectations for students. This framework guides school communities in the development of their own codes. It is expected that all members of the school community will uphold the underlying principles of the District and school codes which include respect for self, others, property and the environment.

The Code of Conduct shall apply to all students during any school activity and may hold students responsible for their conduct on the way to and from school, at a school activity or in other circumstances where engaging in the activity will have an impact that adversely affects a school climate or operation, including disruption of the learning environment. Such behaviour or actions shall be considered a breach of the Code of Conduct, warranting appropriate forms of intervention.

The Code of Conduct recognizes that as children grow and mature, they are more able to make appropriate decisions and to be responsible for their actions.

Statement of Purpose

The District Code of Conduct is created to provide guiding principles of conduct for all students enrolled in the District and is in accordance with Section 6 (1) (a) and (b) of the School Act which states:

> *6 (1) A student must comply*
>
> *(a) with the school rules authorized by the principal of the school or Provincial school attended by the student,*
>
> *and*
>
> *(b) with the code of conduct and other rules and policies of the board or the Provincial school.*

The Purpose of the Code of Conduct as referenced in Administrative Procedure 350 – Student Conduct and Discipline, is to:

- Provide and maintain a safe, caring, and orderly environment for students to develop to their full potential.
- Ensure that the rights and responsibilities of individuals are appropriately balanced to uphold the collective well-being of all.
- Communicate the expectations of student behaviour to all members of the school community.

Conduct Expectations

Acceptable Conduct supports a positive learning environment.

It is expected that students will:

- Conduct themselves in an appropriate manner when going to and from school, within school, on school grounds, during extended school activities and on school buses.
- Apply themselves to the best of their ability in all aspects of their education.
- Attend school and classes regularly and punctually.

- Be respectful of the thoughts, feelings and heritage of others.
- Respect the rights and property of others.
- Follow personal digital device restrictions outlined in Administration Procedure 145
- Dress in a manner which reflects purpose and propriety.
- Contribute positively to a safe, caring and orderly school.
- Behave in an ethical and lawful manner.
- Report to a responsible adult, incidents of threats, bullying, harassment, violence or intimidation.

Unacceptable Conduct interferes with a positive learning environment.

Some examples of unacceptable behaviours include:

- Interference with the learning of others.
- Use of inappropriate or abusive language.
- Threatening, harassing, intimidating, assaulting or bullying, in any way, any person within the school community including aggressive behaviours such as “cyber” hate messaging and websites created in the student’s home, in cyber cafes or other settings.
- Possessing weapons or dangerous articles.
- Possession, use, or distribution of illegal or restricted substances.
- Theft of or damage to property.
- Any efforts to cause harm or discriminate against* another person based on, but not limited to race, religion, gender, physical or intellectual disability, marital or family status, sexual orientation, gender identity or expression, or age.
- Gang related behaviours.
- Acts of retribution toward a person who has reported incidents.

*The Human Rights Code states: discrimination occurs when someone is treated differently and poorly because of their race, colour, ancestry, place of origin, religion, marital or family status, physical or mental disability, sex, sexual orientation, gender identity or expression, age (19 years and over), criminal conviction (in employment), political belief (in employment), or lawful source of income (in tenancy).

Rising Expectations

The Code of Conduct recognizes that as children grow and mature, they are more able to make appropriate decisions and to be responsible for their actions. As students progress through school, they are expected to:

- Acquire greater knowledge and understanding about their personal behaviour and its impact on others.
- Learn and utilize appropriate decision-making strategies.
- Demonstrate increasing self-discipline.
- Take increasing personal responsibility for their actions and learning.

- Be subject to increasing consequences for inappropriate behaviour.

Consequences

When determining consequences, and in compliance with Administrative Procedure 355 – Suspension and Expulsion of Students, consideration is given to the maturity as well as the intellectual, social and emotional capacity of the student along with the severity and frequency of the misbehaviour.

Consequences are to, where appropriate, follow District procedures and will:

- Be thoughtful, consistent and fair.
- Seek to prevent a recurrence of the offense.
- Teach acceptable social behaviour rather than be merely punitive.

And where appropriate

- Provide means for restitution and restorative actions.
- Involve the offender in determining a corrective plan of action.

Notification

It is understood that communication is essential to the home and school partnership. Notification will be given to the school's community of the school's Code of Conduct. As well, notice will be given to the parents, caregivers and students within each school of the range of responses that schools may apply to breaches of the Code of Conduct including threat making behaviours.

Therefore, for breaches of the Code of Conduct, notification may occur as follows:

- Parents/caregivers of student in breach of the Code of Conduct.
- Parents/caregivers of student victim(s).
- School and District personnel – where appropriate.
- Police and/or other agencies – where deemed appropriate or where required by law.
- All parents/caregivers of the school community – when deemed important to reassure members of the school community that school and District officials are aware of a serious situation or incident and are taking appropriate action to address it.
- When the breach of the Code of Conduct is criminal in nature, police will be consulted prior to public notification.

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

STUDENT THREAT ASSESSMENT PROTOCOL: FAIR NOTICE

What behaviours initiate a student threat assessment?

A student threat assessment will be initiated when behaviours include, but are not limited to, serious violence or violence with intent to harm or kill, verbal/written threats to harm/kill others, Internet website/MSN threats to harm/kill others, possession of weapons (including replicas), bomb threats and fire setting.

Duty to report

To keep school communities safe and caring, staff, parents, students and community members must report all threat-related behaviours.

What is a threat?

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture. Threats must be taken seriously, investigated and responded to.

What is a Threat Assessment Team?

Each school has a Threat Assessment Team which is multi-disciplinary. The team may include principal, vice-principals, district resource counsellor, school counsellor and police.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:

- To ensure the safety of students, staff, parents and others.
- To ensure a full understanding of the context of the threat.
- To understand factors contributing to the threat makers' behaviour.
- To be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker.
- To promote the emotional and physical safety of all.

What happens in a student threat assessment?

All threat making behaviour by a student shall be reported to the principal who will activate the protocol for the initial response. Once the team has been activated, interviews may be held with the student(s), the threat maker, parents and staff to determine the level of risk and develop an appropriate response to the incident. Intervention plans will be developed and shared with parents, staff and students as required.

Can I refuse to participate in a threat assessment process?

It is important for all parties to engage in the process. However, if for some reason there is a reluctance to participate in the process by the threat maker or parent/guardian, the threat assessment process will continue in order to promote a safe and caring learning environment for all.

SELF/PEER MEDIA EXPLOITATION GUIDELINES

These guidelines were created in partnership with Delta Police and MCFD.

Policy:

Student safety and the development of social responsibility is a priority in the Delta School District. It is important to have standards and guidelines in place to help young people navigate their way through a media-rich technological world that is seeing an increasing amount of inappropriate and even illegal media usage. The Delta School District is committed to reducing and repairing harm, and to ensuring school safety.

Possession, creation, and/or distribution of pornography (self/peer media exploitation) is strictly prohibited and will be treated as a serious matter and potentially could result in a series of escalating consequences that may include suspension and/or withdrawal from the Delta School District. Possession, creation, and/or distribution of child pornography may also result in criminal charges. In all cases, young people need to be supported and educated.

Many of the guidelines and terms have been taken from the Canadian Centre for Child Protection Resource guide.

Language and Definitions:

Affected Youth: Youth whose image/video has been taken and/or distributed whether by themselves or someone else.

Offending Youth: Youth who have taken and/or distributed an image/video of someone other than themselves.

Bystander: Youth who are in receipt of the distributed image/video, whether by the affected or acting out youth; and/or youth who are aware of exploitative images/videos.

Peer Media Exploitation: The type of exploitation coined in the media as “sexting,” is generally defined as youth creating, sending or sharing sexual images and/or videos with peers via the Internet and/or electronic devices. *Self/peer exploitation* usually involves exchanging images/videos through cell phone messaging, messaging apps (on iPhones, Blackberries, Androids), social networking sites, etc.

Exploitative Media: A photograph, film, video or other visual representation, whether or not it was made by electronic or mechanical means:

Child Pornography (as defined by the criminal code):

- a photograph, film, video, or other visual representation that shows a person who is or is depicted as being under the age of 18 years and is engaged in or is depicted as engaged in explicit sexual activity, or
- the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of 18 years.

Considerations:

Age of consent:

In Canada, anyone under the age of 16 cannot consent to sexual activity with an adult who is five years older or more. For youth 12 and 13 years of age, the close in age exemption means the individual must be less than two years older than the child. In addition there can be no consent where one of the parties is in a position of trust or authority towards the child or the relationship is otherwise exploitative of the child.

Actions taken by school or district staff when there is clear intent on part of a student regarding the creating and sharing of the image/video.

Procedures:

The school principal or designate is responsible for ensuring the district's procedure regarding accessing, possession and distribution of pornographic images and peer/media exploitation is followed consistently in all cases.

The administrator is responsible to ensure student and parents are advised that social media devices (ie: cell phones, ipods, computers etc) may be subject to search and seizure any time there is reasonable grounds to believe this has occurred. This notification will be done annually through school agendas, and included in the district fair notice letter regarding school safety.

A non-compliant student who is unwilling to unlock a secured device should be given the option to work either with the school administrator, or be referred to the school liaison officer.

1. **Possession - Adult Pornography**

   Defined: a student is in possession of pornographic images of **someone over 18**

   1.1 Assess the nature of the images

   1.2 Have student delete images

   1.3 Notify parents

Depending on the nature and intent of the offense (number of times etc) the student may be subject to escalating interventions and consequences.

2. **Possession - Child Pornography**

   Defined: a student is in possession of pornographic images of **someone under 18**.

   Administrators who determine a student is in the possession of images determined to be child pornography (under 18) shall:

   2.1 Secure the device.

   2.2 Contact the school's Liaison Officer or the Delta Police Department.

   2.3 In conjunction with the Police, assess the nature of the images, the intent behind the creation or sharing of the images, and the extent of distribution. Once there is determination that an image is child pornography, police will undertake further investigations and seize the device in question.

   2.4 Notify parents of affected and offending youth.

2.5 After parents, School Liaison Officer, and school have determined criminal intent, an action plan is created by school administration and police in consultation with parents.

2.6 *Depending on the nature and intent of the offense (number of times etc) the student may be subject to escalating interventions and consequences.*

3. **Distribution Definition:** A student who transmits, makes available, distributes, sells, advertises, or shares images in any way.

3.1 Secure the device if applicable

3.2 Contact the School Liaison Officer in all cases of child pornography (under 18). *Avoid sharing the images with staff or parents*.

3.3 Notify parents of affected and acting out youth

3.4 *Depending on the nature and intent of the offense (number of times etc) the student may be subject to escalating interventions and consequences*.

Consequences

Suspension:

The primary intention of a consequence is for the wellbeing of the students and school culture. Students need to learn from the consequence. The purpose is harm reduction and restoration rather than punishment (and potential further damage). Nature, intent and extent will be considered when issuing consequences. If actions by students is determined to be criminal in nature, police will undertake investigations and liaise with school and district officials in regards to school responses.

Suspensions and other consequences issued by schools and in consultation with district staff are intended to reflect the District and School code of conduct. Threat assessments, safety plans and other preliminary assessments will be used to help determine an understanding of both the offense in question and the appropriate consequences. Safety of affected youth impacted by the offense of another will be considered as paramount importance in consideration of consequences as well.

In Delta School District suspension vary between in-school low level suspensions to school imposed suspensions of up to five days. Five day suspensions leading to suspension to the Board of Trustees are imposed by the Office of the Superintendent and will involve consultation with an area superintendent. A hearing will then be conducted at the School Board Office and subsequent placement and conditions imposed.

Determination of level or degree of consequence by the school and district to offenses are determined by the Nature (images depict a child clothed or partially clothed in undergarments, nudity, sexuality depicted), Intent (Impulsive or malicious behaviour evident) and Extent (level of distribution).

SELF/PEER MEDIA EXPLOITATION GUIDELINES

These guidelines were created in partnership with Delta Police and MCFD.

Policy:

Student safety and the development of social responsibility is a priority in the Delta School District. It is important to have standards and guidelines in place to help young people navigate their way through a media-rich technological world that is seeing an increasing amount of inappropriate and even illegal media usage. The Delta School District is committed to reducing and repairing harm, and to ensuring school safety.

Possession, creation, and/or distribution of pornography (self/peer media exploitation) is strictly prohibited and will be treated as a serious matter and potentially could result in a series of escalating consequences that may include suspension and/or withdrawal from the Delta School District. Possession, creation, and/or distribution of child pornography may also result in criminal charges. In all cases, young people need to be supported and educated.

Many of the guidelines and terms have been taken from the Canadian Centre for Child Protection Resource guide.

Language and Definitions:

Affected Youth: Youth whose image/video has been taken and/or distributed whether by themselves or someone else.

Offending Youth: Youth who have taken and/or distributed an image/video of someone other than themselves.

Bystander: Youth who are in receipt of the distributed image/video, whether by the affected or acting out youth; and/or youth who are aware of exploitative images/videos.

Peer Media Exploitation: The type of exploitation coined in the media as “sexting,” is generally defined as youth creating, sending or sharing sexual images and/or videos with peers via the Internet and/or electronic devices. *Self/peer exploitation* usually involves exchanging images/videos through cell phone messaging, messaging apps (on iPhones, Blackberries, Androids), social networking sites, etc.

Exploitative Media: A photograph, film, video or other visual representation, whether or not it was made by electronic or mechanical means:

Child Pornography (as defined by the criminal code):

- a photograph, film, video, or other visual representation that shows a person who is or is depicted as being under the age of 18 years and is engaged in or is depicted as engaged in explicit sexual activity, or
- the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of 18 years.

Considerations:

Age of consent:

In Canada, anyone under the age of 16 cannot consent to sexual activity with an adult who is five years older or more. For youth 12 and 13 years of age, the close in age exemption means the individual must be less than two years older than the child. In addition there can be no consent where one of the parties is in a position of trust or authority towards the child or the relationship is otherwise exploitative of the child.

Actions taken by school or district staff when there is clear intent on part of a student regarding the creating and sharing of the image/video.

Procedures:

The school principal or designate is responsible for ensuring the district's procedure regarding accessing, possession and distribution of pornographic images and peer/media exploitation is followed consistently in all cases.

The administrator is responsible to ensure student and parents are advised that social media devices (ie: cell phones, ipods, computers etc) may be subject to search and seizure any time there is reasonable grounds to believe this has occurred. This notification will be done annually through school agendas, and included in the district fair notice letter regarding school safety.

A non-compliant student who is unwilling to unlock a secured device should be given the option to work either with the school administrator, or be referred to the school liaison officer.

1. **Possession - Adult Pornography**

   Defined: a student is in possession of pornographic images of **someone over 18**

   1.1 Assess the nature of the images

   1.2 Have student delete images

   1.3 Notify parents

Depending on the nature and intent of the offense (number of times etc) the student may be subject to escalating interventions and consequences.

2. **Possession - Child Pornography**

   Defined: a student is in possession of pornographic images of **someone under 18**.

   Administrators who determine a student is in the possession of images determined to be child pornography (under 18) shall:

   2.1 Secure the device.

   2.2 Contact the school's Liaison Officer or the Delta Police Department.

   2.3 In conjunction with the Police, assess the nature of the images, the intent behind the creation or sharing of the images, and the extent of distribution. Once there is determination that an image is child pornography, police will undertake further investigations and seize the device in question.

   2.4 Notify parents of affected and offending youth.

2.5 After parents, School Liaison Officer, and school have determined criminal intent, an action plan is created by school administration and police in consultation with parents.

2.6 *Depending on the nature and intent of the offense (number of times etc) the student may be subject to escalating interventions and consequences.*

3. **Distribution Definition:** A student who transmits, makes available, distributes, sells, advertises, or shares images in any way.

3.1 Secure the device if applicable

3.2 Contact the School Liaison Officer in all cases of child pornography (under 18). *Avoid sharing the images with staff or parents*.

3.3 Notify parents of affected and acting out youth

3.4 *Depending on the nature and intent of the offense (number of times etc) the student may be subject to escalating interventions and consequences*.

Consequences

Suspension:

The primary intention of a consequence is for the wellbeing of the students and school culture. Students need to learn from the consequence. The purpose is harm reduction and restoration rather than punishment (and potential further damage). Nature, intent and extent will be considered when issuing consequences. If actions by students is determined to be criminal in nature, police will undertake investigations and liaise with school and district officials in regards to school responses.

Suspensions and other consequences issued by schools and in consultation with district staff are intended to reflect the District and School code of conduct. Threat assessments, safety plans and other preliminary assessments will be used to help determine an understanding of both the offense in question and the appropriate consequences. Safety of affected youth impacted by the offense of another will be considered as paramount importance in consideration of consequences as well.

In Delta School District suspension vary between in-school low level suspensions to school imposed suspensions of up to five days. Five day suspensions leading to suspension to the Board of Trustees are imposed by the Office of the Superintendent and will involve consultation with an area superintendent. A hearing will then be conducted at the School Board Office and subsequent placement and conditions imposed.

Determination of level or degree of consequence by the school and district to offenses are determined by the Nature (images depict a child clothed or partially clothed in undergarments, nudity, sexuality depicted), Intent (Impulsive or malicious behaviour evident) and Extent (level of distribution).

2SLGBTQI+ SEXUAL ORIENTATION AND GENDER IDENTITY

Background

The Delta School District is committed to establishing and maintaining a safe and positive learning environment for all students and employees, including those who self-identify as members of the 2SLGBTQI+ community. The District recognizes and reaffirms its commitment to the anti-discrimination principles and values contained in the B.C. 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, while ensuring that students, employees, and families who are members of the 2SLGBTQI+ community, are treated with respect and dignity at all times.

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 as set out in this Administrative Procedure. In order to reflect the Delta School District's commitment to supporting anti-homophobia, anti-transphobia, non-discrimination, human rights, and cross-cultural understanding, the District expects:

   1.1 All students, employees, contractors, visitors, or any other persons who use District facilities will be vigilant and take action against individual discriminatory attitudes and behaviours towards individuals who self-identify as a part of the 2SLGBTQI+ community, so that all students and staff are treated with fairness and respect.

   1.2 Allegations of homophobic or transphobic language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported to the immediate supervisor.

   1.3 Schools will discuss these issues at all grade levels, using age appropriate language, to reinforce behavioral expectations in accordance with their school's code of conduct. Schools will reinforce behavioral expectations in accordance with their school's code of conduct and this Procedure at all grade levels, using age appropriate language.

   1.4 School events and activities be free of discrimination toward members of the 2SLGBTQI+ community.

   1.5 Staff and students will use language and behaviour that does not degrade, label, stereotype, or incite hatred, prejudice, discrimination or harassment toward others on the basis of their real or perceived sexual orientation or gender identification.

   1.6 At the first staff meeting of every school year, the school admin team will review the SOGI procedure and guidelines for supporting Trans and Gender Diverse Students.

   1.7 There will be at least one SOGI lead at every school, and school admin will assist the district SOGI coordinator in recruiting these leads.

   1.8 Trans and gender diverse students will be addressed by the names and pronouns they prefer to use (see appendix for details).

   1.9 There will be safe washrooms and change room facilities at all school sites (see Delta School District Guidelines: Supporting Trans & Gender Diverse students for further information and clarification).

1.10 Students who choose to be out or to transition socially and/or medically will be fully supported by their school community and the district.

1.11 School staff to consult with District staff and/or be familiar with the districts guidelines for supporting trans and gender diverse students, to review best practices for supporting these students.

2. Staff Training

2.1 The District will require school counselors to have training so that they are informed and familiar with expectations pertaining to human rights, anti-homophobia, anti-transphobia, discrimination, cultural diversity, and harassment, as well as to be sensitive to 2SLGBTQI+ students and families.

2.2 The District will provide required training for all staff, elected Trustees, and Parent Advisory Councils to develop their knowledge, skills, awareness, and behaviours, to identify and eliminate discrimination against members of the 2SLGBTQI+ community, and to foster dialogue that creates understanding and respect.

2.3 The District will require an online Sexual Orientation and Gender Identity Training Program be completed by all new personnel hired, similar to the general staff safety training, and will require that all previously hired staff also complete this training.

3. Curriculum

The District expects that teachers will follow Ministry guidelines regarding diversity education, which includes discussion of 2SLGBTQI+ realities. The District will support and encourage staff to:

3.1 Create, adapt, or acquire appropriate, current, and relevant recommended learning resources with respect to human rights, anti-discrimination, and cultural diversity related to 2SLGBTQI+ realities.

3.2 Create, adapt, or acquire appropriate, current, and relevant recommended learning resources for inclusive health education related to 2SLGBTQI+ realities.

3.3 Support anti-homophobia and anti-transphobia education at all grade levels.

3.4 Embed 2SLGBTQI+ education into the existing curriculum on an ongoing basis, using age appropriate language and seek to also include examples of more inclusive resources.

3.5 Provide library resources and curriculum with respect to human rights, anti-discrimination, and cultural diversity related to 2SLGBTQI+ realities.

3.6 Limit, or ideally eliminate, sex-segregated activities within classes and school wide activities.

3.7 Start the year with a survey or discussion, which allows students to self-identify their preferred pronouns and/or names rather than making assumptions about identity based on the name shown in the electronic system.

4. School and Community Relations

4.1 The District will continue to develop partnerships that promote effective participation in the education process by community organizations and members of the 2SLGBTQI+ community.

4.2 The District will continue to support the existence of Gender & Sexuality Alliance clubs (GSA's) in Delta schools.

4.3 Outside Groups that use the school, groups that are brought in to provide education, and other related services shall be made aware of and expected to conduct themselves in accordance with this procedure.

4.4 Schools will ensure that school forms and communications reflect the diversity of sexual orientations and gender identities of students, staff and parents/guardians.

5. Employment

5.1 Conduct consistent with this Administrative Procedure is considered to be a term and condition for employment for all staff.

5.2 The District is committed to making sure that District employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues, including sensitivity to 2SLGBTQI+ issues in a safe, respectful and accepting environment.

5.3 The District will ensure that the confidentiality of the sexual orientation and gender identity of staff will be protected. Employees who self-identify as a member of the 2SLGBTQI+ community will be given the support they require to do their work in a safe and respectful environment.

5.4 Employees who choose to be out or to transition socially, medically and/or surgically will be fully supported by the District.

5.5 All employees of the school district will be supported in being able to identify discriminatory attitudes and behaviours as described in this policy, and are expected to be committed to eliminating the harm, inequities, and barriers that might exist in relation to sexual orientation and gender identity.

5.6 In the interest of safe and supportive environments, the district is committed to ensuring that the confidentiality of the sexual orientation and gender identity of employees will be protected. Employees who are out as lesbian, gay, bisexual, transgender, or any other 2SLGBTQI+ identity will be given the support they require to do their work in a safe and respectful environment.

STUDENT NAMES & PRONOUNS

The District will make every possible effort to work with the Ministry body responsible for running and updating the MyEd, CIMS, and any other student record systems to continue to make changes that allow for students to easily be recognized by their chosen names and pronouns. Until such time as the MyEd system can easily accommodate this, it is the classroom teacher’s responsibility to make note of any students who use an alternate name and/or pronoun to that visible on MyEd. It is the responsibility of the TTOC to look for/read/use said information. It is the responsibility of the District and school site admin to make sure that this aspect of the procedure is adhered to. Furthermore, the process on student identity should be centered on the students' needs and desires. In this way if a student is using a different name and/or pronoun at school than what they are using at home then this can be made clear to all staff and honoured with respect to any communication with parents and other guardians and any outside agencies working with said student.

STAFF TRAINING

Staff training is an ongoing process and consists of various levels of training. To start, all employees will have completed the online module for harassment, which includes a section on SOGI procedure. This is a brief cursory training but in signing that employees have completed this training they are acknowledging the existence of this procedure and their willingness to conduct themselves in accordance with it. Next, there will be created a more robust online training module that staff will be required to complete that will give them further understanding of 2SLGBTQI+ realities and language. Further to this, the district is committed to providing more in-depth training on an ongoing basis through Pro-D opportunities for staff at various sites and at various times.

GLOSSARY OF TERMS

Asexual: A person who is not sexually attracted to any gender or sex. Asexual people may still be romantically attracted to people of a variety of genders and sexualities and have romantic, non-sexual relationships.

Bisexual: A person who is attracted to both women and men.

Cisgender: A gender identity that society considers to "match" the biological sex assigned to someone at birth. It is also a term used to denote both people who are not trans and the experiences of privilege granted on the basis of being cisgender. 'Cis,' an abbreviation of this term and is not a slur as it merely denotes the full term of cisgender.

Gay: A person who is attracted to someone of the same sex and/or gender as themselves. This word can be applied to all genders of relationships, but has primarily been used in reference to men.

Gender: A socially constructed concept of identity based on roles, behaviours, activities, and appearance such as masculine, feminine, androgynous, etc.

Gender Diverse: An inclusive term used to refer to multiple types of gender identities that fall outside cis and/or binary understandings of gender. 'Gender diverse' also uses strengths-based language, as opposed to more stigmatizing terms such as 'gender minority.'

Gender expression: The ways a person presents their sense of gender to others (for example, through clothes, hairstyle, mannerisms, etc.).

Gender identity: A person's internal sense of being a man, a woman, genderqueer etc. This is not the same thing as a person's biological sex, and may not be consistent with how they are perceived by others.

Gender nonconforming: A term that often refers to children who express gender in ways that differs from societal expectations of the sex and gender assigned to them at birth.

Homophobia: The fear, ignorance and mistreatment of people who are, or are perceived to be, lesbian, gay, or bisexual. This often leads to bias, discrimination, hatred, harassment, and violation of the human rights of lesbian, gay, or bisexual people. Homophobic bullying can also be targeted against any individual, regardless of the sexual orientation that the person actually identifies with.

Intersex: Refers to people whose reproductive or sexual anatomy is not easily defined as male or female. There are a variety of ways someone can be intersex, ranging from having ambiguous genitalia to having mixture of XX and XY chromosomes. Intersex individuals have historically been mistreated in North American society (i.e. being forced to have "corrective" genital surgeries as infants). The term Disorders of Sexual Development is being used increasingly amongst medical professionals in reference to intersex conditions; however, this term has not been fully adopted by intersex communities at the time this policy is being written. The word hermaphrodite was historically used to describe intersex individuals; however, this term is considered highly offensive.

Lesbian: A woman who is attracted to other women.

2SLGBTQI+: An acronym that represents queer identities in a broad sense. There is a wide range of other terms often included in this acronym. The plus sign (+) indicates the inclusion of all sexual and gender identities.

Non-Binary: A collection, continuum, or spectrum of gender identities and expressions, often based on the rejection of the gender binary's assumption that gender is strictly an either/ or option of 'male/men' or 'female/women,' based on sex assigned at birth. 'Nonbinary' can be both a specific term of identification and/or an umbrella term. 'Nonbinary' is not synonymous with 'androgyny,' as there are many different non-binary experiences and expressions affected by time, culture, and individual perception. Some non-binary individuals may also hold trans identities, but the terms 'non-binary' and 'trans' are distinct and should not be used interchangeably.

Pronouns: The words one uses to refer to themselves (e.g. he/him/his; she/her/hers; they/them/theirs; xe, xem, xyr, etc.).

QTIBIPOC: An acronym for Queer, Trans, Intersex, Black, Indigenous, People of Colour. Queer People of Colour often experience intersecting oppressions on the basis of race, gender, sexual orientation, and other factors. QTIBIPOC identities often face discrimination in both queer and non-queer communities. In Canada, 'QTIBIPOC' (Queer, Trans, Intersex, Black, Indigenous, People of Colour) is often used instead of 'QTIPOC' (Queer, Trans, Intersex, People of Colour) to call attention to the specific mechanisms and impacts of oppression experienced by Black and Indigenous communities.

Queer: An umbrella term (often used in place of the LGBTTQ+ acronym) used to describe individuals who identify as being part of sexual and gender diverse communities (e.g. lesbian, gay, transgender).

Sex: A biological classification based on physical attributes such as sex chromosomes, hormones, internal reproductive structures, and external genitalia. At birth, it is used to identify individuals as male or female. For those whose sex is not easily categorized as male or female see Intersex.

Sexual Orientation: Refers to a person's attraction towards a particular gender or sex. Someone may identify as lesbian, gay, bisexual, queer, pansexual, etc. It is important to remember that sexual identity and gender identity are separate.

Transgender (Trans): Transgender, frequently abbreviated to 'trans,' is an umbrella term for a wide range of experiences and identities for people whose affirmed gender does not align with the gender they were assigned at birth. Being trans is something that can only be decided by an individual for themselves and does not depend on external criteria such as surgery or hormone treatments.

Transphobia: Fear, ignorance and mistreatment of people who are, or are perceived to be, trans* or gender nonconforming. This often leads to bias, discrimination, hatred, harassment, and violation of the human rights of transgender or gender nonconforming people. Transphobic bullying can also be targeted against any individual, regardless of sexual orientation or gender expression that the person actually identifies with.

Transition: A term most commonly used to refer to someone transitioning from one gender to another. Transition often consists of a change in style of dress, selection of a new name, and a request that people use the correct pronoun when describing them. Transition may, but does not always, include medical care like hormone therapy, counseling, and/or surgery.

Two-Spirit: An Indigenous term describing the embodiment of both masculine and feminine spirits. This identity is not limited to gender expression or sexuality, but encompasses them both while incorporating a spiritual element. It is a standalone identity, not an Indigenous term for gay or lesbian.

ANTI-RACISM

Background

The Delta School District is committed to establishing and maintaining a safe and positive learning environment for all students and employees, including those who have racialized identities. This includes those who identify as Indigenous, Black, or people of color.

The District recognizes and reaffirms its commitment to the anti-discrimination principles and values contained in the B.C. Human Rights Code, Canadian Human Rights Act, and Canadian Charter of Rights and Freedoms. As such, the district recognizes the need to provide a safe, anti-racist environment, free from harassment and discrimination, on an ongoing and consistent basis, while ensuring that all students, employees, and families are treated with respect and dignity regardless of race, color and ancestry. The district recognizes the urgent need to ensure its students, employees, and families from the IBPOC / BIPOC community feel safe, respected and valued. The District will continue to take proactive approaches to create and promote antiracist places of learning and teaching.

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 as set out in this Administrative Procedure.

   In order to reflect the Delta School District's commitment to supporting anti-racism, non-discrimination, human rights, and cross- cultural understanding, the District expects:

   1.1 All students, employees, contractors, visitors, or any other persons who use District facilities will be vigilant and take action against individual discriminatory attitudes and behaviours towards individuals on the basis of their race, color or ancestry so that all students and staff are treated with fairness and respect.

   1.2 Allegations of racist language, behaviour, or discrimination will be reported to the Teacher or Principal in the case of students. In the case of employees, allegations will be reported to the immediate supervisor or Human Resources.

   1.3 Schools to discuss these issues using age-appropriate language and behaviour in accordance with their school's code of conduct.

   1.4 School and classroom environments to be free of racial discrimination, and encourage anti-racist behaviour.

   1.5 Staff and students will use language and behaviour that does not degrade, label, stereotype, or incite ridicule, hatred, prejudice, discrimination or harassment towards others on the basis of race, color or ancestry.

2. **Staff Training**

   2.1 The District recognizes that general staff development on anti-racism is fundamental to creating organizational change. All staff members need the knowledge, skills and attitudes to understand and respectfully engage with diversity and difference.

   2.2 The District will provide training for all staff, elected Trustees, and Parent Advisory Councils to develop their knowledge, skills, awareness, and behaviours to identify and eliminate racism, and to foster dialogue that promotes anti-racism and creates

understanding and respect. This includes learning to understand and dismantle personal biases and privilege.

3. **Curriculum**

The District will support staff to:

3.1 Critically engage with current recommended learning resources and strategies to provide opportunities for all students and staff to develop positive awareness with respect to human rights, anti-racism and cultural diversity.

3.2 Create or acquire appropriate, current, and relevant recommended learning resources for anti-racism

3.3 Support anti-racism education at all grade levels using age appropriate language and include examples of more inclusive resources.

3.4 Examine library resources and curriculum to identify racial bias.

4. **School and Community Relations**

4.1 The District will continue to develop partnerships that promote effective participation in the education process by community organizations and IBPOC communities.

4.2 The District will continue to support the existence of anti-racist and multi-cultural initiatives in Delta schools.

5. **Employment**

5.1 Conduct consistent with this Administrative Procedure is considered to be a term and condition for employment for all staff.

5.2 The District is committed to taking reasonable and proactive steps to ensure that District employees responsible for personnel selection shall be provided with training to enhance their sensitivity to human rights issues including bias and anti-racism.

5.3 Making a strong effort to employ/hire, recruit and retain more qualified individuals representing the IBPOC community in an attempt to better reflect student populations of the District.

5.4 All employees of the school district will be supported in being able to identify discriminatory attitudes and behaviours as described in this policy, and are expected to be committed to eliminating the harm, inequities and barriers that might exist in relation to race, color or ancestry.

5.5 Students and employees will be given the support they require to do their work in a safe and respectful environment.

SUSPENSION AND EXPULSION OF STUDENTS

Background

Suspension and expulsion of students are serious consequences used in order to encourage student self-discipline and responsible behaviour and/or to ensure a safe school environment for students and staff.

An educational program must be provided for students on suspension. As well, a parent/guardian may wish to have a family member or district staff member act as an advocate or navigator/translator throughout this process.

Procedures

1. Suspensions Resolved at the School Level

    1.1 Principals have been authorized to suspend a student for up to a maximum of five (5) days. Appropriate procedures must have been taken, prior to infractions, to ensure that affected students are aware of specific rules of conduct.

    1.2 Where appropriate, principals are encouraged to discuss a proposed suspension or alternative with the Zone Superintendent prior to taking action.

    1.3 Where possible, the Principal will immediately report the circumstances and duration of the suspension to the parent or guardian in person or by telephone, and shall record the time, date and substance of such contact.

    1.4 The Principal shall also immediately report the circumstances and duration of the suspension by letter to the parent or guardian, and record the time and date of mailing. Where no direct contact was achieved, the letter shall be sent by registered mail.

    1.5 Suspension notices must be signed by the Principal. The Vice-Principal has the authority to sign on behalf of the Principal only during the Principal's absence from the school premises.

    1.6 A copy of the letter addressed to the parent or guardian is to be forwarded to the Zone Superintendent.

2. Suspensions Referred to the Assistant Superintendent

    2.1 A suspension referred to the Assistant Superintendent requires the prior agreement of the Zone Superintendent.

    2.2 These suspensions shall be authorized by the Zone Superintendent before the student and/or parents or guardians are notified.

    2.3 Where possible, the Principal will immediately report the circumstances of the suspension to the parent or guardian in person or by telephone, and shall record the time, date and substance of such contact.

    2.4 The Principal shall also immediately report the circumstances of the suspension by letter to the parent or guardian, and shall record the time and date of mailing. Where no direct contact was achieved, the letter shall be sent by registered mail.

    2.5 Suspension notices must be signed by the Principal. The Vice-Principal has the authority to sign on behalf of the Principal only during the Principal's absence from the school premises.

2.6 A copy of the letter addressed to the parent or guardian is to be forwarded to the Zone Superintendent.

2.7 The Assistant Superintendent where necessary, may extend the suspension, and shall convene an investigative meeting as soon as practicable following notification of the suspension. The meeting will determine whether:

2.7.1 The matter can be resolved at this level;

2.7.2 The matter is to be referred to the Board for further action.

2.8 If the matter can be resolved at this level the Zone Superintendent will authorize re-entry and a re-entry letter shall be forwarded to the parents or guardians.

3. Suspensions Referred to the Board

3.1 If a suspension referred to the Assistant Superintendent cannot be handled within a fifteen (15) day extended suspension period, the matter will be reported to the Board.

3.2 Where a suspension requires Board action beyond the initial extension:

3.2.1 The Assistant Superintendent shall inform the parents or guardians that the matter cannot be resolved and will be referred to the Board for consideration.

3.2.2 The Superintendent shall arrange for the Board or a Committee of the Board to hear the matter.

3.2.3 The student, the parents or guardians, the Principal and the Zone Superintendent shall be invited to this meeting.

3.2.4 The Board will hear evidence and give a formal resolution to the suspension.

4. Appeals to Suspensions

4.1 Section 11 of the *School Act*, enables a student to appeal a decision made by an employee of the District which significantly affects the education, health or safety of a student. The appeals policy, Policy 13, can be found on our district website. As such the following outcomes of suspension shall be appealable:

4.1.1 Disciplinary suspension from school of a period in excess of five (5) consecutive instructional days;

4.1.2 Transfer of a student from one school to another for disciplinary reasons;

4.1.3 Refusal to offer an education program to a non-graduated student sixteen (16) years of age or older.

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

Revised: May 31, 2022

SEARCHES OF STUDENTS

Background

The District is committed to providing a safe and caring school environment that is conducive to effective learning and to providing for the safety and security of its students while those students are in its care and custody. The District is prepared to authorize searches by school authorities as a means to achieve this objective and eliminate the possession of, and trafficking in, illegal substances or the possession of any stolen property or any object or material that may pose a hazard, within a school or on property owned by the District.

Procedures

1. Searches will be conducted in a manner that ensures that the rights of the student are protected.
2. School lockers and any school furniture or fixtures capable of being used for storage will be available on the condition that the school reserves the right to search at any time without notice.
3. The Principal or designate will communicate that searches may occur without notice under the direction of the Principal.
    - 3.1 If the Principal plans to implement school-wide locker searches, this is to also be clearly stated.
    - 3.2 It must be clarified that all the student acquires is the right to use the locker and the lock, both of which remain the property of the District.
4. Students shall be advised at the time they are assigned a locker of the following rules and conditions of use under which the locker is assigned:
    - 4.1 Students are responsible for the locker which is assigned to them and the locker is not to be used by any other person.
    - 4.2 Only school locks may be used on student lockers and the combination of the lock must be registered at the office.
    - 4.3 No illegal substances, weapons or other prohibited or offensive material are to be placed in school lockers.
    - 4.4 School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school procedures and rules. It is recommended that an additional staff member be present when a locker is searched, except in an emergency situation.
    - 4.5 Permission to use the locker may be terminated where a student does not comply with the conditions of use or school policies or rules.
5. If any student has reason to believe that any locker contains anything which would threaten the safety of other students, staff or any other person, that student is expected to immediately report the information to a teacher, Vice-Principal or Principal. The name of the student making the report will be kept confidential.
6. The Principal shall assess any information provided and relate it to the situation in his/her school to determine if reasonable grounds are present to justify a search. The following may constitute reasonable grounds in this context:
    - 6.1 Information received from one (1) or more students considered to be credible;

6.2 Information from a teacher or other staff member based on a teacher's or other staff member's observations; or

6.3 Information from the Principal's own observations.

7. When practicable to do so, the Principal shall attempt to have the student present when a locker, desk or other assigned storage facility is searched.

8. During any locker search, at least one (1) administrator or designate, and one (1) other adult shall be present and shall ensure that any potential gender concerns are addressed.

9. When the search reveals evidence of suspected criminal activity, the Principal shall immediately secure the locker or other storage facility by any means considered advisable, including use of a different lock and immediately contact the local police.

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

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

11.1 When the Principal determines that there are reasonable grounds to believe that a search is necessary, in accordance with this administrative procedure, which involves a physical search of articles carried with, by, or on the student's person, the student and any suspect property are to be taken to a private area where the search can be conducted in private.

11.2 When a search is determined to be necessary, the Principal or designate shall ensure that at least two (2) adults are present during the search and shall ensure that gender concerns are addressed.

11.3 When there are reasonable grounds to believe that a search is advisable, the Principal or designate may direct a student to empty their purse, knapsack or any other carrying device and to empty their pockets or otherwise satisfy that clothing, or such other mentioned items, does not contain or conceal prohibited materials.

11.4 In the event that a physical search of the student's person is necessary, the police shall be called in and the parent(s) or guardian(s) shall be notified.

11.5 In the event that the student refuses to cooperate with the search and/or leaves the school, the police shall be called in and the parent(s) or guardian(s) shall be notified.

11.6 The Principal shall interpret this action on the part of the student to be willful disobedience and/or open opposition to authority and may suspend the student.

11.7 When a search conducted reveals evidence of suspected criminal activity, the Principal shall require the student to remain, under supervision, in the private area where the search took place and shall immediately contact the police.

11.8 The Principal shall record, in writing, the reasons for conducting the search, the results of the search and the action taken. The Principal shall keep the record in a secure location and the identity of any informant(s) shall be kept confidential.

12. The Principal or designate will develop procedures that outline the rules for the use of District property.

13. The Principal shall ensure that a school procedure and rules regarding searches by school authorities and the police is in place for his/her school. Such a procedure shall contain at least the following:

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

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

    13.3 The location of notices stating the District's and the school's position regarding the use of lockers, desks and other storage facilities.

    13.4 A restriction on the use of personal locks.

    13.5 A requirement that one (1) administrator, or designate, and at least one (1) other adult are present for any search and shall ensure that gender concerns are addressed.

    13.6 The consequences of not cooperating with a search.

    13.7 No searches of the student's person are permitted.

    13.8 The situations that may require police involvement.

14. Students, parent(s) or guardian(s) and the school community will be informed of the District's position on searches by school authorities and the police.

15. In the event that a search results in the finding of illegal substances, weapons, explosives or stolen property, the Principal is encouraged to suspend the student.

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

PHYSICAL RESTRAINT AND SECLUSION OF A STUDENT

Background

The District is committed to providing a safe, secure and respectful environment for students and employees. All students and employees contribute to and maintain this environment.

Aligned with the BC Ministry of Education, the District is committed to prevention as the best method for maintaining a safe, secure and respectful environment conducive to the learning of all students. Positive behavioural supports are routinely provided to students. Board employees use a variety of progressive and supportive interventions to respond to a range of student behaviours and every effort is made by employees to use preventative actions that preclude the need for physical restraint or seclusion.

The Board procedure and regulation for the physical restraint and seclusion of a student is aligned with the BC Ministry of Education Provincial Guidelines for Physical Restraint and Seclusion in School Settings, 2015.

Definitions

1. **Physical Restraint**

   Physical Restraint is a temporary method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person, the safety of others or property damage. This goes beyond the prompting of a student when teaching a skill, redirecting attention, providing comfort and safety, preventing injury or assisting removal to a safe location that at times may include temporary touching or holding of a student's hand, wrist, arm, shoulder or back.

2. **Seclusion**

   Seclusion is the involuntary confinement of a person, alone in a room, enclosure or space from which the person is physically prevented from leaving. Behaviour strategies, such as time out (removal from an apparent reinforcing setting to a presumably non-reinforcing setting for a specified and limited period of time), used for social reinforcement as part of a behavior or safety plan, are not considered seclusion. The term seclusion does not apply where a student has requested to be in a different secluded location or space.

Guiding Principles

1. Prevention and de-escalation are the first steps in developing and implementing proactive strategies to minimize physical aggression or safety threats. On rare occasions, strategies as outlined in a pre-determined plan of action may not have the desired effect with the unintended outcome that a student is at significant risk of causing injury to self or others. In these rare events, it may be necessary to apply reasonable physical restraint or seclusion.
2. Physical restraint or seclusion may be used only in the rare circumstances when the behaviour of a student poses imminent danger of harm to self or others and when less restrictive interventions have been ineffective in ending the danger or harm.
3. Physical restraint or seclusion may never be used as a punishment, discipline or to force compliance in an educational learning setting.
4. Physical restraint or seclusion are never used as part of an educational or safety plan including a Positive Behaviour Support Plan, Safety Plan or Individual Education Plan.

5. Physical restraint or seclusion must be discontinued once imminent danger or harm has dissipated and the student is self-regulated.
6. All Delta School District staff involved in implementing physical restraint or seclusion must be trained in the use of a de-escalation, verbal/physical intervention and debrief framework such as Non-Violent Crisis Intervention (CPI).
7. In the event that a student is at significant risk of causing injury to self or others and staff have determined that the use of physical restraint or seclusion is not a safe option, emergency services must be accessed immediately by contacting 911. Other students and staff must be removed from the area to a safe location.
8. The seclusion of a student should only be used to secure a location, when a student has escalated to a point that constitutes an imminent risk of harm to self or others. It thus serves as a barrier/perimeter to ensure the safety of others who have been evacuated from the area. School personnel must observe at a safe distance to monitor the student's safety/well-being.

District Responsibilities

1. The District will provide opportunities for district and school staff to acquire the training necessary to conduct required educational and safety plans including Functional Behaviour Assessments, Positive Behaviour Support Plans and Safety Plans.
2. The District will provide opportunities for district and school staff to acquire training in the use of a de-escalation, verbal/physical intervention and debrief framework.
3. The District will provide the training and support necessary to work with students in situations where there is a potential for behaviour that presents a danger to self or others.
4. The District will have a process and schedule for regular review of the physical restraint and seclusion procedures to ensure alignment with current research and practice, including employee Health and Safety regulations.

School Responsibilities

1. The Principal or designate in collaboration with all involved personnel will follow the four steps involved in the physical restraint and seclusion process including: application of restraint or seclusion, notification, debriefing and follow up.

    1.1 **Step 1: Application of Restraint or Seclusion**

    1.1.1 The Principal or designate monitors the implementation of educational and safety plans and staff participation in required training to prevent the use of restraint or seclusion of a student other than in the rare event that the student is in imminent danger of causing injury to self or others and to ensure that the application of physical restraint or seclusion is in accordance with this Administrative Procedure.

    1.1.2 The application of physical restraint or seclusion must be in accordance with this Administrative Procedure and must be conducted as per a District mandated de-escalation, verbal/physical intervention and debrief framework (e.g., Non-Violent Crisis Intervention, CPI). The application of physical restraint or seclusion must involve the use of the minimum amount of force needed to prevent a student from causing injury to self or others and shall take place in the presence of another adult when possible.

1.2 **Step 2: Notification**

1.2.1 The Principal or designate will notify the parent/guardian as soon as possible after the physical restraint or seclusion has occurred. Normally, notification will occur before the end of the school day on the day on which the incident occurred.

1.2.2 The Principal or designate will notify the Director of Learning Services, Inclusive Learning as soon as possible after the physical restraint or seclusion has been used by a school employee. This notification results in the involvement of appropriate district staff to assist with the review and revision of educational and safety plans and informs the review and modification of staff training and support requirements.

1.3 **Step 3: Debrief**

1.3.1 Following the physical restraint or seclusion, the Principal or designate will implement a debrief process involving as appropriate the student who experienced the physical restraint or seclusion, involved staff and any students who witnessed the event. The debrief process will take place at an appropriate time and in a manner suitable to the student(s) and staff and in accordance with research and best practice as related to debrief processes. The debrief will aim to re-establish and maintain a safe learning environment and supportive relationships.

1.4 **Step 4: Follow Up**

1.4.1 Following the use of physical restraint or seclusion, the Principal or designate monitors the review and revision of educational and safety plans to determine and respond to the underlying cause of the incident. Review, revision, and implementation of Functional Behavior Assessments, Individual Education Plans, Positive Behavioral Support Plans, Safety Plans and Integrated Case Management will occur as appropriate and with assistance as needed from district staff following a physical restraint or seclusion event.

1.4.2 The Principal or designate monitors the implementation of required district documentation including the Student Incident Report, the Workplace Risk Assessment and the Employee Incident Report as appropriate.

References: *The School Act*
Civil Rights Code
Human Rights Act
Safe and Caring Schools
June 2015 BC Provincial Guidelines for Physical Restraint and Seclusion
District Code of Conduct
Work Safe BC Regulations

Revised: June 2019

INTERVIEW OF STUDENTS

Background

The District recognizes the importance of cooperating with other agencies who have responsibilities which relate to students. These responsibilities may require agencies such as the police, public health or social service agencies to interview students in schools.

Police officers, social workers and public health nurses in the course of their duties, may find it necessary to visit a school and interview certain students. While cooperation with other agency personnel in such interview requests is expected, schools have an obligation to ensure that both students' and parents' rights are respected.

Procedures

Requests by the police, social workers or public health nurses to interview students on school premises are subject to the following:

1. Students are not be interviewed on school premises except in the following circumstances:
    - 1.1 In cases where child abuse is suspected, the police and/or social worker may interview the student under the legislative mandate for the protection of children;
    - 1.2 In an emergent situation where there is no question of compromising the student's legal rights and where immediate information is necessary for quick action.
2. If a student is interviewed, it is to be considered essential that either a parent or guardian be present at the interview, except as noted in 1.
3. Teachers are not to take part in these interviews.
4. Where a police officer insists on interviewing a student immediately and on school premises, the Principal or designate is to:
    - 4.1 Request the police officer to delay the interview until such time as the parent/guardian can be present;
    - 4.2 If this request is refused, then the Principal or designate is to ensure that the student's parents are contacted immediately;
    - 4.3 If parents are unavailable, the Principal is to sit in on the interview.
    - 4.4 Consult with the District's solicitor if required.

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

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. When school property is damaged or destroyed, the Principal shall investigate the matter and attempt to determine responsibility. Where applicable a report will be filed.
2. If in the opinion of the Principal, school property was damaged or destroyed wilfully or irresponsibly, the District will pursue restitution that includes materials and labour costs.
3. The District will recover the cost of damage to District property from the responsible party, or, in the case of minors, from their parents or guardians.
4. When it is believed that the party would better learn responsibility for his/her actions by doing work around the school, this action may be taken.
5. Insurance Claims
    - 5.1 The District is responsible for the first three thousand dollars ($10,000) of any loss suffered by the District.
        - 5.1.1 Damage is to be reported to the Maintenance department by telephone.
    - 5.2 Losses involving District property over three thousand dollars ($10,000) will be covered by the School Protection Program.
        - 5.2.1 Damage is to be reported to the Maintenance department.
        - 5.2.2 A School Protection Program incident report (Form 530-1) shall be completed and forwarded to the Secretary-Treasurer's office.
6. The Secretary-Treasurer or designate will track acts of property damage, undertake measures to reduce actions of property damage and report annually to the Superintendent.

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

TESTING AND ASSESSMENT

Background

The evaluation of students, programs, and schools is necessary for the continued improvement of the District's educational program. Therefore, an appropriate testing and assessment program shall be implemented to provide the information required by evaluators at all levels within the District.

Procedures

1. Learning assessment activities are to be undertaken for the following purposes:
    1.1 To inform teaching practice and to improve student achievement
    1.2 To provide information useful to school improvement efforts;
    1.3 To maintain the confidence of the students, the parents and the community.
2. The student assessment program is intended to:
    2.1 Encourage the use of school-based assessment programs that provide for the appropriate diagnosis, remediation and evaluation of students.
    2.2 Encourage teachers to utilize a variety of formal and informal evaluation approaches which take into account the strengths and weaknesses of students.
    2.3 Ensure that assessment and evaluation activities take into account the full scope of the curriculum and provide for higher level thinking.
    2.4 Encourage the use of classroom evaluation practices that include criterion-referenced evaluation.
    2.5 Ensure the consistent and equitable means by which student progress is assessed and reported on. This includes, but it not limited to, the adaptations and accommodations outlined in a student's individual education plan (IEP) and/or any other formal plan of support for a student.

Reference: Sections 65, 85, *School Act*

Revised: May 31, 2022

BELIEF STATEMENT
ASSESSMENT AND EVALUATION

Delta educators compiled the following document with the intention of fostering the most promising assessment practices so that student learning and achievement is maximized.

Belief Statement

The mission of the Delta School District is to enable all learners to succeed and contribute their full potential to the future. To ensure that goal is realized, our assessment and evaluation practices must inform our planning for the most effective means to facilitate learning and teaching of all students. To this end, the Delta School District supports and encourages all educators to engage in continuous learning related to all aspects of our professional practice, which includes assessment and evaluation.

The District believes Assessment and Evaluation are undertaken for a variety of purposes:

- To maximize student learning and achievement.
- To provide timely and specific feedback that informs students and teachers about what students have learned, have yet to understand, and what will move learning forward.
- To provide information useful to Classroom, School, and District improvement efforts.
- To maintain the trust of the students, the parents, and the community.

Assessment and evaluation practices must be ethically and theoretically sound. Accordingly, it must benefit all students. That means it must promote learning, be fair, equitable and sensitive to individual needs. Assessment must be manageable and efficient for teachers. Therefore it must not be all consuming in terms of teachers' time and energy. Also, it must involve a reasonable number of well-designed high-quality tools (Cooper, 2010).

Assessment and Evaluation

Formative Assessment:

Assessment ***for*** Learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. Teachers use the evidence gathered to inform planning and instruction, as well as to differentiate instruction. As well, teachers and students will use evidence gathered to provide descriptive feedback to maximize learning.

Assessment ***as*** Learning is the process of developing and supporting student engagement in the assessment process by monitoring their own learning, using assessment feedback from teacher and/or peers to determine next steps, and setting individual learning goals. Formative assessment fosters motivation by emphasizing progress and growth in achievement rather than failure.

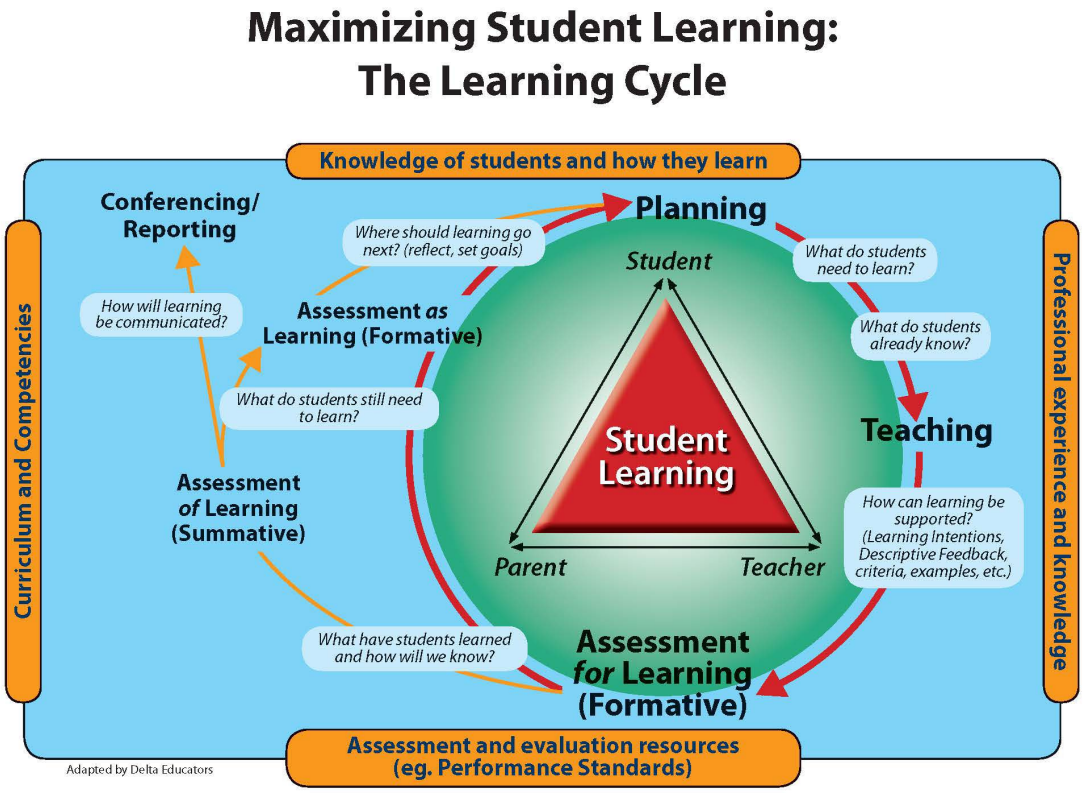
Summative Assessment (Evaluation):

Assessment of Learning is the process whereby the teacher collects evidence of student learning and then makes judgments about that learning on the basis of clearly articulated criteria. Unlike the first two assessment processes, Assessment of Learning involves evaluative feedback in the form of a number, a letter grade, descriptors or other symbols that reflect achievement at a given point in time.

Maximizing Student Learning

Assessment is embedded in the learning process. It is tightly interconnected with curriculum and instruction. As Dylan Wiliam and Paul Black (1998) note in their landmark study Inside the Black Box, assessment, explicitly designed to promote learning, is the single most powerful tool we have for raising achievement. Moreover, formative assessment has the potential to help all students and it yields particularly positive results with low achievers (Hattie, 2012).

The following diagram represents the elements of a comprehensive assessment approach that seamlessly intertwines assessment with instruction.



Assessment explicitly designed to maximize student learning is responsive to the developmental differences of the learner. In recognition that students learn at different rates and in a variety of ways, instruction and assessment are differentiated. Classroom assessment, therefore, is not an event. It is naturally interconnected throughout the learning cycle.

Procedures

Formative Assessment: The purpose of formative assessment is to promote student learning and inform instructional practice.

In view of the embedded characteristics of effective assessment and evaluation, the following procedures should be part of regular classroom practice:

Clarifying sharing and understanding learning intentions and criteria for success

- Learning Intentions are focused on identified curriculum or competency standards.
- Criteria are based on the Learning Intentions derived from developmentally appropriate standards of performance (e.g. BC Ministry of Education Performance Standards, Individual Education Plan [IEP], Annual Instruction Plan [AIP]).
- Learning Intentions and criteria for success are written in student friendly language and communicated with students during the learning stage and prior to summative assessment.
- Examples, from varying levels, of achievement and exemplars are shared with students.
- Criteria, at times, are co-created with students.
- Assessment is tied to student learning and not to student behaviours.

Engineering effective classroom discussions questions and learning tasks

- Educators use ongoing assessment to inform their instruction and to determine the next steps in advancing student learning.
- Educators use a range of methods that assess both the process and the products of students' knowledge, skills and understanding.
- Educators provide multiple opportunities for students to demonstrate their learning.
    - Students are provided with opportunities for adjusting, rethinking and talking about their learning.
    - Educators provide ample class time for students to engage in learning.

Providing Descriptive Feedback that moves learners forward

- Descriptive Feedback is connected to curricular Learning Intentions and criteria.
- Descriptive Feedback is timely and addresses what the student needs to do to improve.
- Descriptive Feedback, where appropriate, is linked to rubrics.
- Descriptive Feedback is on going and actionable.
- Descriptive Feedback is given peer to peer and from the teacher.
- Descriptive Feedback is followed up with students having the time and opportunity to reflect and act on it.
- Descriptive Feedback is not Evaluative Feedback.

Activating students as owners of their learning

- Students are engaged in monitoring and critically reflecting on their learning.
- Students participate in determining the next steps in their learning based on past performance.
- Students participate in setting criteria, and designing learning tasks.
- Students, when appropriate, have a choice in how best to demonstrate their learning.

Activating students as instructional resources for one another

- Students are coached by their teachers in how to give and receive Descriptive Feedback.
- Students are provided opportunities to engage in peer-to-peer instruction and feedback.
- Learning Intentions and criteria for success are used to provide peer-to-peer feedback.

Using evidence of learning to adapt instruction

- Students have an opportunity to use past performance indicators to set new learning goals.
- Assessment information is used to adapt instruction to meet student needs.

Summative Assessment (Evaluation): The purpose of summative assessment is to measure student learning and inform instructional practice.

- Students know in advance what knowledge and skills will be summatively assessed and will have previously received descriptive feedback on that learning.
- Summative assessments reflect previously taught learning standards that have been clearly articulated in shared Learning Intentions.
- Summative assessment reflects tasks completed.
- When student work is done in partners or groups, results are based on individual performance of the targeted Learning Intentions
- Summative assessment is tied to the learning and not behaviours. It is important to separate out unrelated elements from the learning standards.
- Students have the opportunity to be summatively assessed in more than one way to ensure comprehensive and consistent indications of student performance.
- Students who have adaptations for assessment in their IEP/AIP will be able to use these adaptations in any summative assessment activity.
- Indicators of achievement are consistent across a grade.

References:

Black, P. and Wiliam, D. (1998) *Inside the Black Box: Raising Standards through Classroom Assessment,* London: King's College School of Education.

Cooper, D. (2010). *Talk about assessment: High School Strategies and Tools,* Toronto: Nelson

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on Learning,* New York: Routledge.

ASSESSMENT, EVALUATION AND REPORTING GUIDELINES – GRADES K TO 7

ASSESSMENT, EVALUATION AND REPORTING GUIDELINES – SECONDARY GRADES 8 TO 12

STUDENT PLACEMENT, RETENTION AND ACCELERATION

Background

The District is dedicated to providing the best possible education for each student. In most cases, students are placed with age-appropriate peers. Educational research indicates that:

- Retention, alone, does not improve student achievement. Retention of a student in a grade or subject would only occur in exceptional cases.
- Acceleration of a student in a grade or subject can be an appropriate strategy for some students, including gifted students.

Procedures

1. Professional staff will place students at the grade level best suited to them academically, socially and emotionally.
    1.1 In most cases, this is with age-appropriate peers.
    1.2 Exceptions may be made when, in the opinion of the professional staff and the parents, such decisions are in the best interest of, and will benefit, the student.
2. In those instances where retention or acceleration is being considered, factors associated with the students' emotional and social well-being will be considered with the same weight as academic assessment information.
    2.1 These factors may be outlined in the student's Individual Education Plan (IEP).
3. The review process may be initiated by the student (where applicable), the parents, or the School Based Team.
    3.1 Extensive consultation will occur in a timely manner.
    3.2 This process is to result in a high degree of consensus between the student, the parents and the School Based Team and be consistent with established school placement procedures.
4. The Principal may wish to bring in other district personnel for consultation and recommendations regarding placement.
5. Placement decisions should be reviewed on an annual basis through school-based team.

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

Revised: May 31, 2022

SCHOOL COMPLETION (EVERGREEN) CERTIFICATE

Background

All students deserve recognition for their educational accomplishments. The Evergreen Certificate recognizes the accomplishments of school completion for students with special needs or other students who have succeeded in meeting the goals and objectives of their individual educational program.

The District sets criteria for students to receive a Ministry of Education Evergreen Certificate. Some students will receive a Evergreen Certificate instead of a graduation certificate.

Procedures

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

1. Individual Education Plan
    - 1.1 Completion of the goals and objectives of their Individual Education Plan that includes goals in all of the following areas:
        - 1.1.1 Individualized/Functional Academics.
        - 1.1.2 Life Skills.
        - 1.1.3 Employability Skills.
        - 1.1.4 Transition.
        - 1.1.5 Personal Health.
2. Transition Plan
    - 2.1 Completion of a transition plan modeled on the Ministry defined Transition Plan including:
        - 2.1.1 An outline of options that have been considered for post-secondary and career.
        - 2.1.2 A description of the role of work, leisure, health, family and support networks in building the transition plan.
3. Work Experience/Community Service
    - 3.1 Completion of up to thirty (30) hours of work or volunteer experience.
        - 3.1.1 The experience could be in school, supported work experience in the community or independent work experience.
        - 3.1.2 The experience is to be documented with letters of reference as appropriate.
4. Physical Activity
    - 4.1 Completion of up to eighty (80) hours of physical activity in school, home or community:
    - 4.2 The physical activity may be defined as participation in one (1) or more physical activities which could include physiotherapy, community based activities, Special Olympics, adapted or regular Physical Education courses.
5. Enrollment in Grade 12 in a District school.

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

COURSE CHALLENGE

Background

Students may earn credits toward graduation in a variety of ways. In addition to earning credits by successfully completing courses, students may earn credits through challenge.

All students enrolled in the District are entitled to undertake a free challenge process to assess their prior learning for any Ministry authorized graduation program course offered by any school board in the Province that school year, as well as any Board Authorized (BAA) course taught in the District that school year, provided the student has not already completed the course through previous enrolment.

International students must comply with the challenge procedures set out in the Ministry's International Student Graduation Credit Policy.

Procedures

1. A student can challenge to receive credit for Ministry-Authorized, Board/Authority Authorized or Locally Developed Grade 10, 11 or 12 courses if s/he:
   - 1.1 Is currently enrolled or registered as a home school student in the District.
   - 1.2 Has not completed the course or its equivalent learning outcomes through previous enrollment.
   - 1.3 Can give compelling evidence that s/he will succeed in the challenge.
2. Prior to engaging in a challenge process, principals or designates must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency. Refer to Ministry of Education Policy, Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies.
3. Students must be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration is not to be an onerous process. School staff, in consultation with students and parents, are to make the decision about readiness.
4. Principals or designates must document the challenge assessment delivered to each student, including a pre-Challenge Equivalency review, and the documentation must be made available to Ministry auditors if requested. Examples of assessment strategies that could be used in a challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.
5. Credit awarded through challenge is measured by the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and fifty percent (50%).
   - 5.1 Students challenging a provincially examinable course will be awarded the School Mark portion only in the challenge procedure, and where applicable, must write the Provincial Exam during a regularly scheduled exam session.
6. In some subject areas, students may be able to participate in a course challenge procedure through the Coast-Metro Challenge Consortium.

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

STUDENT AWARDS

Background

The District believes that student achievement is worthy of recognition, and therefore approves of individuals, businesses and organizations to present students with gifts, scholarships, money, plaques, medals, etc. in recognition of exemplary achievement. Student awards will be presented on an annual basis to ensure that student achievement is recognized.

Procedures

1. The District encourages presentations that recognize achievement in areas such as academics, good citizenship, athletics, effort and attitude.
2. The Principal, in consultation with staff, will develop criteria and procedures to govern student awards and inform the Superintendent.

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

STUDENTS' COUNCIL

Background

The experience of participation in Students' Councils and Students' Council activities within schools is supportive and complementary to the education of students and can contribute to the preparation of students to become socially responsible citizens in a changing world. The District, therefore, encourages the formation of Students' Councils in schools and encourages the membership of Students' Councils to reflect the diversity of the school community.

Procedures

1. The Principal has final authority over all Students' Councils activities.
2. When appropriate, Students' Councils will operate according to an acceptable constitution.
   - 2.1 Students' Council may develop a constitution.
   - 2.2 The Students' Council constitution and any amendments shall be filed with and approved by the Principal.
3. When appropriate, Students' Councils must operate within the framework of acceptable financial practices.
   - 3.1 An annual Students' Council financial statement shall be filed with the Principal.
   - 3.2 The Principal shall report Students' Council fund activities as part of the annual report required under Administrative Procedure 520 – Fund Raising Activities.
4. Appropriate teacher guidance will be provided to Students' Councils.
   - 4.1 One (1) or more teachers shall be appointed as Students' Council advisors.

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

Revised: May 31, 2022

DELTA YOUTH ADVISORY COUNCIL (DYAC)

Mission Statement

The Delta Board of Education Youth Advisory Council's purpose is to communicate students' thoughts and opinions and to provide response and information to the Board of School Trustees.

It is our sole responsibility to ensure that all students are represented equally in the decision – making processes that will affect their school lives.

Role of DYAC

- To provide a formal process for Delta students to express to the Board of Trustees, students' ideas and opinions regarding District programs and operations.
- To assist in decision-making in regard to school district programs, policies and practices through information sharing, input and recommendations.
- To provide a formal process for the Superintendent of Schools and District administrative staff to receive input and feedback regarding district programs and operations.
- To provide students with an opportunity to explore issues concerning youth in the community.

Guidelines

- Five students from each school
- Representatives from junior and senior grades
- Willing to meet as a school based leadership team between DYAC district meetings
- Demonstrated leadership skills or aptitude to work cooperatively with others to achieve common goals
- Reflect the diversity of student populations
- Participate in information collection through survey, research and consultation within the school and community.

Meetings/Attendance

Meetings to be held monthly rotated between seven secondary schools. Meetings are held on the third Thursday of the month 3:45 to 5:30. The agenda will be created by the host members of DYAC in conjunction with the Assistant Superintendent. Items for the agenda may be bought forward by the Superintendent of Schools or delegate on behalf of the Board of Trustees and from the membership of DYAC.

The Agenda will be circulated to DYAC members prior to the meeting, if possible.

Reminders sent to members of DYAC and sponsor teachers one week prior to the meeting. The host school to provide a suitable meeting area (library).

Roberts Rules of Order will be followed in decision-making and in developing resolutions to be forwarded to the Board of Trustees.

All communication matters being considered by DYAC, including resolutions shall be made directly with the Superintendent or designate.

No one member of DYAC can or will speak for DYAC unless directed to by the membership through a majority vote.

Hosting members will invite students' council and other school-based student leadership participants to attend at the host school.

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

OFFICE OF THE OMBUDSPERSON REFERRAL

Background

The British Columbia government has established the Office of the Ombudsperson. From time to time, individuals may choose to take their complaints about a school or the District to the Ombudsperson.

Procedures

1. According to the guidelines and practices of the Office of the Ombudsperson, notification of a complaint to the Ombudsperson will either be made directly to the school involved or the District, depending on the circumstances of each complaint.
2. Referrals from the Office of the Ombudsperson to the District Office will be made to the Superintendent or designate.
3. Principals receiving notice of complaint regarding their school shall inform the Superintendent that an investigation is taking place by completing Form 390-1.
4. Details of concluded investigation(s) shall be kept on file at the school and copies of final results supplied to the Superintendent's office.
5. The Superintendent or designate will summarize the types of school and District complaints registered in order to update the Board on an annual basis.

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

Revised: September 2018

PERSONNEL AND EMPLOYEE RELATIONS 400

PERSONNEL PRACTICES

Background

The District recognizes that an educational enterprise is personnel dependent and, in keeping with the District's vision and values, will use personnel practices that encourage the highest quality service to children. The District believes that fair and just personnel practices are not only essential, but are vital to growth and improvement.

Procedures

1. All personnel practices will reflect the District's belief in:
    - 1.1 Recruitment and retention of the best qualified personnel.
    - 1.2 Provision of equal employment opportunities.
    - 1.3 Aspects of natural justice.
    - 1.4 Employee consultation.
    - 1.5 Need for clearly defined procedures.
    - 1.6 Primary importance of student welfare.
    - 1.7 Professionalism of teaching.
2. The Superintendent is responsible to the Board for the development, implementation, administration and assessment of employment practices. These practices must be consistent with employment legislation, current collective agreements or contracts, Board policy and administrative procedures.

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

CRIMINAL RECORDS SEARCH

Background

Pursuant to legislation requirements, the District will ensure the protection of District school children by requiring a criminal record search of all District staff.

To ensure the protection of children, any prospective employee will be required to authorize a criminal record check pursuant to the *Criminal Records Review Act*.

Procedures

1. All newly hired staff will receive the authorization form for a criminal record check in their employment packages.
2. Newly hired staff must submit the form (Form 401-1) and payment for the criminal record check to the Human Resources Department prior to starting their assignment. This consent form will be forwarded by the department to the Criminal Records Review Program.
3. Employment will be subject to clearance by the Criminal Records Review Program. In the event of an adverse decision regarding employability of an applicant, the applicant will be informed of the reason for the decision.
4. All individuals will be required to undergo a re-check every five (5) years.

Reference: Sections 20, 22, 65, 85 *School Act*
Criminal Code of Canada
Criminal Records Review Act
Food and Drugs Act
Public Safety Statutes Amendment Act

PERSONNEL RECORDS

Background

Orderly administration of the District requires the compilation of information about all employees.

Procedures

1. The employee's personnel file may contain:
   - 1.1 Pre-employment materials, including correspondence associated with the applications, curriculum vitae, transcripts, letters of reference and placement documents.
   - 1.2 Copies of letters relating to District actions respecting the employee, including initial appointment, sabbatical leaves, leaves of absence, administrative appointments, etc.
   - 1.3 Correspondence between the employee and District Office.
   - 1.4 Materials respecting professional development and performance.
   - 1.5 Materials used for payroll purposes.
2. A personnel file shall not contain any anonymous items.
3. Upon request to the Superintendent or designate, the employee, or his/her duly authorized representative shall have the right to examine the contents of his/her personnel file.
4. Such examination shall be in the presence of the Superintendent or designate. The employee shall not be allowed to remove the personnel file, or any original part thereof, from the District Office.
5. Access to personnel files is restricted to the Superintendent or designates.
6. The employee shall have the right to include written comments on the accuracy of the meaning of any of the contents of the personnel file.
7. The employee may add relevant documents to the file.
8. In response to requests for information on employees the District Human Resources may provide verification of employment and length of service, but additional information on employees is to be provided only on the written instruction of the employee and to the extent authorized by the employee, except as required by law.
9. Information such as address, telephone number and work location will not be provided. The Personnel Office will contact employees in order to forward requests for contact from outsiders.
10. Employees or former employees may authorize the release of salary and other employment-related information to specified businesses and lending institutions.

Reference: Sections 22, 65, 85 S*chool Act*
Employment Standards Act
Freedom of Information and Protection of Privacy Act
Collective Agreements

RETENTION OF PERSONNEL RECORDS

The following procedures shall be used with respect to personnel files retention.

1. Regular Files

   1.1 As indicated in Administrative Procedure 402, the personnel file containing records and data for an employee shall be retained indefinitely. This file will include initial application, payroll and benefit information, performance reviews, relevant correspondence, etc.

   1.2 One (1) year after discontinuance of employment with the District, material in the regular file will be stored electronically, with a duplicate copy. Prior to electronic storage, the file will be reviewed to ensure relevance, or to ascertain if any material is to be transferred to the Restricted Confidential File described below.

   1.3 Unless "currently active", all personnel file information shall be kept in one (1) secure file in the Personnel Office. Only duly authorized persons shall have access to the personnel files.

   1.4 Contents of any file related to an employee which is kept at a building site, are to be reviewed annually to determine if any material should be kept permanently in the Personnel office file. When an employee leaves the site, any such file is to be destroyed.

2. Restricted Confidential Files

   2.1 Where material is considered sensitive, may have legal implications, or for any other reason should have access more restricted than usual, persons dealing with the material shall ensure it is kept in a secure place.

   2.2 All senior personnel are to review their files at the end of each school year for any such material which is no longer immediately active. The material must then be assembled in a Restricted Confidential File, to be kept in a secure and separate location in the Personnel Office. Only the Superintendent, Director of Personnel or Executive Secretary shall have access to this location.

   2.3 Individual files in this location shall be sealed in a designated envelope, with labelled instructions authorizing opening only by the Superintendent or Director of Personnel. A record shall be kept with the envelope indicating date whenever opened, person opening, and date re-sealed.

   2.4 Once material is no longer immediately active and has been placed in a Restricted Confidential File, all duplicate copies and electronic records in other locations are to be destroyed.

   2.5 A standard "Memo to File" must be placed in the Regular File indicating that a Restricted Confidential File exists.

   2.6 Where storage space becomes problematic and where the file is inactive, Restricted Confidential Files for employees who left the District five (5) or more years previously may be stored in a secure archives location.

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

EMPLOYEE CONFLICT OF INTEREST

Background

The District recognizes the importance of ensuring its employees avoid direct or indirect conflicts of interest in order to assure the public that all business practices of the District are undertaken in an ethical manner.

Subject to any employee's rights, under a collective agreement, legislation or statutory regulation, employees of the District shall not place themselves in a position of conflict of interest as an employee of the District.

Definitions

A *direct pecuniary conflict of interest* will be deemed to exist where an employee receives remuneration (other than expenses) above and beyond the employee's regular salary or wages, whether from the District or any other source, for services that have been performed in the course of the employee's normal employment with the District, or for the sale of work or materials produced for the District as part of the employee's normal duties.

An activity which might reasonably be perceived as using the employment relationship for inappropriate personal financial advantage will be viewed as a conflict of interest.

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

Procedures

1. Direct Pecuniary Interest
    - 1.1 The District will normally not conduct business relationships with an employee with external business interests unless there is no other source for the required product or service. Exceptions will require the approval of the Superintendent.
    - 1.2 District premises, materials and equipment shall not be used for external business purposes, or for any other purpose which might compromise the interests of an employee or the District.
    - 1.3 The Secretary-Treasurer will determine any questions that might arise with respect to whether a conflict of employment interest exists.
    - 1.4 Employees are expected to request a determination of the Secretary-Treasurer before engaging in an activity which might reasonably raise questions about possible conflict of interest.
2. Indirect Pecuniary Interest
    - 2.1 To avoid indirect conflicts of interest, employees are to ensure that they do not find themselves in the following positions:
        - 2.1.1 Hiring, or effectively influencing the hiring of persons falling into one (1) or more of the categories identified in the definition;

2.1.2 Being a member of a selection committee that will place or hire persons identified above;

2.1.3 Where there is a direct reporting relationship between an employee and persons identified above;

2.1.4 Involvement in a process or a decision that would result in a direct pecuniary benefit to a relative, partner or business associate.

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

DUTY TO REPORT

Background

Every staff member has a fiduciary responsibility to work in the best interests of the District and to use all available resources in the achievement of the District's mission. To this end, all staff members shall conduct themselves, personally and professionally, in a highly ethical manner so as not to bring the District or other staff members into public disrepute or ridicule.

All staff members shall refrain from using their position to benefit either themselves or any other individual or agency apart from the total interest of the District.

Procedures

1. Any staff member who believes another has acted in an illegal or unethical manner has a duty to report the matter directly to the Superintendent.
2. In reporting such a matter, the staff member must adhere to pertinent codes of ethics.
3. The Superintendent or designate will thoroughly investigate any such reported conduct.
4. No staff member shall take retaliatory action with the intent of dissuading or punishing an individual for participating in this process. Sanctions may be imposed for retaliation.
5. Confidentiality will be maintained throughout the process. Information relating to the matter will only be disclosed to the extent necessary to investigate the allegation.

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

WORKING ALONE

Background

Employees who are directed to work alone are to be protected in accordance with the Occupational Health and Safety Regulation.

Definition

Work alone means to work alone by administrative direction at a work site in circumstances where assistance is not readily available in the event of an injury, illness or emergency.

Procedures

1. In situations where employees are directed to work alone, principals and site supervisors shall ensure:
   - 1.1 That a hazard assessment to identify existing and/or potential hazards arising from the conditions and circumstances of the employee's place of work is conducted;
   - 1.2 An effective means of communication between the employee and persons capable of responding to the employee's needs is established; and
   - 1.3 Safety measures to reduce the risk to employees from the identified hazards are implemented.

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

DELEGATION OF AUTHORITY FOR THE PROTECTION OF STUDENTS AND MAINTENANCE OF ORDER

Background

Authority shall be delegated to principals, vice-principals, assistant principals, all teachers, all custodians, all maintenance staff, all clerical staff and all supervisory staff in the employ of the District and to Police School Liaison Officers to make such directions and to follow such courses of action as deemed appropriate for the protection of students and maintenance of order, and to direct persons to leave the land or premises of a school.

This administrative procedure constitutes authorization pursuant to the *School Act*.

Procedures

1. The order of authority under this authorization is as follows:
    - 1.1 Principal, and in the event of the Principal's absence, or delegation, a
    - 1.2 Vice-Principal or Assistant Principal or Police School Liaison Officer, and in the event of the Vice-Principal's or assistant principal's absence, or delegation, a
    - 1.3 Teacher, and in the event of the teacher's absence, or delegation, a
    - 1.4 Member of the supervisory staff of the District, and in the event of the District supervisory staff's absence, or delegation, a
    - 1.5 Support Staff

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

DAMAGE OR LOSS OF EMPLOYEE PROPERTY

Background

Employees while on school premises and while performing their professional duties, often utilize materials, equipment and teaching aids, which are owned by themselves. Employees may therefore be compensated for self-owned material, equipment and/or teaching aids when these are lost while on school premises and while being used by the employee in his/her professional duties.

An employee shall be compensated for vandalism to his/her motor vehicle when the employee is engaged in activities directly related to his/her employment.

Such reimbursement will take place only if specified procedures have been followed, and if the article is not covered by the individual's own insurance policy.

Procedures

1. Employee Property

    1.1 For Personally Owned Professional Materials (as referenced in the Teacher's Collective Agreement), teachers will be reimbursed to a maximum of one hundred fifty dollars ($150) for loss, damage or personal insurance deductible to personally owned professional material brought to the teacher's workplace to assist in the execution of the teacher's duties, provided that:

        1.1.1 The loss or damage is not the result of negligence on the part of the teacher claiming compensation;

        1.1.2 The claim for loss or damage exceeds ten dollars ($10);

        1.1.3 If applicable, a copy of the claim approval from their insurance carrier is provided;

        1.1.4 The Principal/Vice Principal reports that the loss was sustained while on assignment for the employer.

    1.2 For material, equipment and/or teaching aids lost while on school premises and owned by employees other than teachers, or for teachers who wish to claim articles with a value greater than one hundred fifty dollars ($150):

        1.2.1 Each article must be registered with the Principal in advance of being left on the school premises; and

        1.2.2 An insurance policy covering the employee's personal effects must be in place; and

        1.2.3 The article for which the employee is claiming reimbursement is not covered under the terms of the employee's insurance policy; and

        1.2.4 Loss or damage of the specified article did not result from negligence on the part of the employee.

    1.3 Compensation for items referenced in 1.2 above shall be limited to:

        1.3.1 Replacement cost of the article so long as this does not exceed the maximum allowable claim of five hundred dollars ($500);

1.3.2 Replacement cost of materials that do not include payment of any labour;

1.3.3 Claims in excess of twenty-five dollars ($25).

2. Vandalism to Employee Vehicle

2.1 In order for an employee to qualify for reimbursement for damage to his/her vehicle resulting from vandalism:

2.1.1 The employee's vehicle must have been parked in an authorized parking area and standard precautions taken; and

2.1.2 The vandalism must have occurred on or after September 1, 1986; and

2.1.3 The vandalism occurred while the employee was on attendance at a function directly related to his/her employment, assignment; and

2.1.4 The Principal/supervisor has submitted the Malicious Damage Report form (Form 408-1) to the Director, Finance and Management Services as soon as possible, including the names of any person(s) suspected of causing damage; and

2.1.5 The employee has reported the incident to the Delta Police.

2.2 Unless otherwise specified in a collective agreement, compensation shall be limited to the minimum deductible offered by I.C.B.C. or the actual cost, whichever is the lesser.

2.3 Payment to the employee shall be made upon submission of a receipt covering the cost of repairs, together with the police case number for the incident.

Reference: Sections 6, 10, 20, 22, 23, 65, 74, 84, 85, 95 *School Act*
Collective Agreements

PROCESSING OF REQUESTS FOR LOSSES NOT COVERED BY INSURANCE

The District offers, to employees, protection against uninsured losses. This protection is available only after the employee has exhausted other sources of insurance. The District is the "last resort" insurer, not the primary insurer. Only limited funds exist to cover losses. The following outlines the procedure when applying for reimbursements.

Automobile

The primary coverage is for loss or damage while the vehicle is on school grounds involved in school activities related to teaching activity. Examples of damage include broken windows etc.

Employees making claims shall:

1. Complete accident form fully.
2. Contact insurance carrier and arrange for work to be done.
3. Have work completed and invoiced, and pay deductible.
4. Forward the accident report form to the District Office, attention "Insurance Claims". Attach a copy of paid invoice.

The claim will be reviewed and paid if appropriate.

Personal Effects

Items of a personal nature, brought to the work site to be used for assigned duties are covered so long as the items are appropriately identified in accordance with Administrative Procedure 452. The procedure for claiming is the same as listed above for automobiles.

School/Department Equipment

With school based equipment the District virtually becomes the primary insurer. District insurance coverage has a three thousand dollar ($3000) deductible, standard across the Province. Thus every item lost or stolen at a school is uninsured. Therefore different criteria will apply.

5. Any item that can be purchased from operating funds (excluding 582, 592, 583, & 593 items) is the school's responsibility.
6. Any item over five (5) years old will be the responsibility of the school.
7. Replacement of cost of other items will be shared on a 50-50 basis between the school and the District.
8. Request for exemption from these guidelines will be considered under exceptional circumstances.

Reference: Sections 6, 10, 20, 22, 23, 65, 74, 84, 85, 95 *School Act*
Collective Agreements

PROFESSIONAL DEVELOPMENT

Background

Continued training and development of all personnel are essential components of the efficient and progressive operation of the District. The responsibility for such development is shared among the individual employees, various personnel groups and the District.

Procedures

1. The District will assist in such development through provision of:
    1.1 Periodic feedback on performance;
    1.2 Organization of workshops and seminars;
    1.3 Released time to attend conferences and training sessions in and out-of-District;
    1.4 Budgeted funds for such purposes.
2. All such District provisions must consider:
    2.1 The limitations of available funds,
    2.2 Efficient use of those funds,
    2.3 The effective use of operational and instructional time.

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

AWARDS, RECOGNITION AND HOSTING

Background

Appropriate provision of awards, recognition functions, and hosting of guests can make an important contribution to productive morale and relationships within the District and community.

Included among such activities are: retirement receptions; recognition or appreciation dinners for employees or volunteers; presentation of long-service pins or certificates; provision of suitable retirement gifts; hosting of a business meeting dinner with other governmental representatives or employee groups.

Procedures

1. Without limiting the general application of this administrative procedure, the following awards, recognition, or hosting activities are expressly approved by the Board:
    - 1.1 Annual joint receptions for retiring and twenty-five (25)-year employees, open to all staff and honoured guests' families.
    - 1.2 Provision of twenty-five (25)-year pins and certificates to employees.
    - 1.3 Presentation of a suitable gift to retirees. Approximate costs, unless altered by agreement of trustees, will be calculated as follows:
        - 1.3.1 0.025% X maximum teachers' salary X years of service.
        - 1.3.2 Minimum calculation is ten (10) years.
    - 1.4 Hosting of an occasional business meeting dinner for the executive of an employee or parent group.
2. Award, recognition, or hosting events involving District expenditures must have the prior approval of the Superintendent or the Board.
3. Provision of alcoholic beverages at any District function shall be done in moderation as appropriate to a public and educational body. In particular, provision may be made for a moderate amount of wine at a hosted dinner or reception, but an "open bar" is considered inappropriate.
4. All such events shall normally be held in a Delta location.

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

STAFF RESIGNATIONS

Background

The District requires that employees wishing to resign from the employ of the District must do so in accordance with the provisions of provincial statutes, collective agreements and District administrative procedures.

Procedures

1. The employee wishing to resign from employment with the District shall submit a letter of resignation to the Superintendent or designate specifying the proposed resignation date.
2. Upon receiving a letter of resignation, the Superintendent or designate shall:
    - 2.1 Ensure that the period of notice given by the employee is in accordance with the conditions of employment;
    - 2.2 If in accordance, accept, in writing, the resignation;
    - 2.3 Forward a copy of the letter accepting the resignation, to the payroll department.
3. If, upon receiving a letter of resignation, Superintendent or designate believes that the period of notice does not comply with the conditions of employment, the Superintendent or designate may:
    - 3.1 Require the employee to honour the appropriate period of notice; or
    - 3.2 Accept the resignation as offered; and
    - 3.3 Forward a copy of the letter accepting the resignation to the payroll department.

Reference: Sections 22, 65, 85 *School Act*
Employment Standards Act
Collective Agreements

CODE OF PROFESSIONAL RELATIONSHIPS

Background

The District recognizes the professionalism of teachers and the need for District staff to work together for the common interest of the children. As such, the District believes that the rights of its professional staff are accompanied by essential responsibilities, both of which define the code of professional relationships in the District.

Procedures

The professionals employed by the District, on behalf of its students, acknowledge the following responsibilities and relationships:

1. The obligation to orient services towards the continuous intellectual development, career development, physical development, and human and social development of students in accordance with the mandate for B.C. schools and the vision and values of the District.
2. The requirement to fulfill the obligations of the *School Act*, statutory regulations, Board policy and collective agreements/contracts with the District.
3. The need to make decisions based on student welfare and to cooperate with other professionals to this end.
4. The maintenance, individually and collectively, of a high standard of professional ethics, conduct and practice.
5. The duty to speak and act toward students with respect and dignity, and deal judiciously with them, mindful of their individual rights and sensibilities.
6. The obligation to cooperate with agencies that provide social services that contribute to the welfare of students.
7. The necessity to respect the confidential nature of information concerning students and share it only with authorized persons or agencies directly concerned with their welfare.
8. The obligation to work towards the highest possible current educational standards and practices through professional development, personal growth plans and in-service opportunities.
9. The duty to direct any criticism or concern to a fellow professional before sharing information with appropriate officials or a professional organization, except where legal provisions or Inter-Ministry protocols require otherwise.
10. The need for teachers to exercise their professional mandates, obligations and rights when fulfilling the primary responsibilities of:
    - 10.1 Managing the teaching/learning environment.
    - 10.2 Providing instruction, including the determination of needed outcomes, methods of instruction and assessment.
    - 10.3 Communicating and interpreting evaluation data and progress information on students.
    - 10.4 Executing provincial and local curriculum mandates.
    - 10.5 Employing cooperative, consultative or collaborative decision-making processes as applicable when addressing issues.
    - 10.6 Enhancing expertise through personal growth plans.

11. The need for managers to exercise their professional mandates, obligations and rights when fulfilling the primary responsibilities of:

    11.1 Managing District/school operations efficiently and prudently.

    11.2 Facilitating and ensuring that there is effective instruction within the District/school.

    11.3 Monitoring that appropriate evaluation instruments and processes are used in the District/school.

    11.4 Ensuring that provincial and local curriculum mandates are offered in the District/school.

    11.5 Employing cooperative, consultative or collaborative decision-making processes as applicable when addressing issues.

    11.6 Enhancing expertise through personal growth plans.

Reference: Sections 17, 20, 22, 65, 85 *School Act*
Teachers' Act

PRINCIPAL POSITION DESCRIPTION

Background

The Principal is responsible for overall supervision and operation of his/her individual school. This responsibility includes duties identified by provincial legislation and local Board action relative to school management, program implementation, staff supervision and evaluation, community relations, and plant operations.

The Principal is also expected to function as part of a District administrative team and to play an appropriate leadership role in District initiatives.

Procedures

1. Details of the Principal's duties are provided in the *School Act* and related Regulations, and Board policy and administrative procedures.
2. The Statement of Effective Administrative Practice (Appendix) is considered the District outline of major responsibilities and functions at the school level.
3. Immediate Supervisor: Zone Superintendent

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

STATEMENT OF EFFECTIVE ADMINISTRATIVE PRACTICE

1. Vision and Goals

   The Principal:

   1.1 Projects a clear sense of direction by articulating a vision for the school and communicating it to others. School goals and objectives are developed and reviewed regularly, with meaningful participation by students, staff and the community.

   1.2 Develops a vision, consistent with the district and the school's philosophy, which projects a sense of direction.

   1.3 Utilizes the philosophy and the vision in the development of school goals and objectives.

   1.4 Provides for an on-going assessment of needs and the involvement of students, staff and community in the development of goals and objectives.

   1.5 Ensures that goals and objectives are consistent with school needs as well as provincial and District policies and goals.

   1.6 Develops, in consultation with others, priorities for accomplishment of goals and objectives.

   1.7 Communicates priorities to students, staff and the community.

   1.8 Encourages the development of goals, objectives, and priorities by individuals or groups of staff members.

   1.9 Monitors progress towards goals regularly.

2. Climate/Culture

   The Principal:

   2.1 Establishes a safe, orderly environment that promotes teaching and learning and fosters a positive climate. The Principal is a symbol of the school's culture through articulating and modeling goals and behaviours which signal to others what is of importance and value.

   2.2 Establishes and communicates high expectations for student and staff performance.

   2.3 Demonstrates a strong belief in the importance of instruction (the teaching-learning process).

   2.4 Provides for the recognition of achievement in a wide variety of endeavours.

   2.5 Maintains a visible presence in the school.

   2.6 Works with staff, students and parents to establish basic expectations for social behaviour in the school, and ensures that all staff support them consistently.

   2.7 Works with staff, students and community to establish procedures to support students who have serious behaviour problems.

   2.8 Works with outside agencies as necessary to maintain a safe, healthy, orderly environment.

3. Leadership in Instruction and Curriculum

The Principal:

3.1 Is responsible for and participates actively in the planning, monitoring, and evaluation of the instructional program. Knowledge of curricula, child development and learning theory, and quality instruction is demonstrated regularly.

3.2 Curriculum

3.2.1 Knows major goals of school, district, and provincial curricula.

3.2.2 Ensures that staff establishes clear curricular objectives that reflect District and provincial expectations.

3.2.3 Provides support and resources for implementing new techniques, strategies, and materials within curricula.

3.2.4 Ensures that the staff is involved in continuous and appropriate curriculum evaluation.

3.2.5 Child Development and Learning Theory

3.2.6 Ensures that student needs are correctly identified.

3.2.7 Ensures the appropriate placement of students and teachers to maximize learning.

3.2.8 Ensures that staff apply current knowledge about learning and child development.

3.3 Instruction

3.3.1 Communicates to staff agreed upon procedures for supervision and evaluation, including the basic criteria for effective teaching.

3.3.2 Monitors the quality of class time on task.

3.3.3 Observes teachers regularly and provides detailed feedback to help them improve instructional skills.

3.3.4 Protects the integrity of instructional time.

3.3.5 Is highly visible in classrooms.

3.3.6 Prepares written reports when required or requested.

4. Interpersonal Relations

The Principal:

4.1 Demonstrates strong human relations and communication skills. Positive and supportive relationships are developed within an atmosphere of trust and mutual respect.

4.2 Communication Skills

4.2.1 Presents ideas clearly in written and oral communications.

4.2.2 Prepares clear, complete, and concise reports.

4.2.3 Listens and responds effectively.

4.2.4 Keeps staff, students and the community well informed.

4.2.5 Is accessible to others.

4.3 Interpersonal Skills

4.3.1 Enhances student and staff feelings of personal worth and esteem.

4.3.2 Demonstrates sensitivity to the problems faced by students and staff and deals fairly with them.

4.3.3 Commends accomplishments of students and staff.

4.3.4 Responds positively to challenges and constructive criticism.

4.4 Decision-Making Skills

4.4.1 Uses philosophy and goals as a basis for decision-making.

4.4.2 Uses different forms of decision-making as appropriate.

4.4.3 Fosters an open atmosphere which encourages others to participate in the decision-making process.

4.4.4 Possesses appropriate information and skills necessary to communicate decisions.

4.5 Conflict Management Skills

4.5.1 Assumes initiative in identifying and solving problems.

4.5.2 Approaches conflicts in positive and appropriate ways involving others in resolving issues.

4.5.3 Cultivates an atmosphere of openness, trust and mutual respect.

4.5.4 Encourages behaviour which generates imaginative solutions.

5. Organization Management

The Principal:

5.1 Plans and organizes school operations and routines, supervises a variety of personnel and students, and ensures the effective management of the school property, consistent with stated goals and objectives.

5.2 Organizes an effective staff and student schedule.

5.3 Places students according to their individual needs.

5.4 Establishes and administers school rules and procedures.

5.5 Monitors the school's extra-curricular program.

5.6 Manages and plans school finances effectively.

5.7 Engages in long-range planning to forecast future resource needs.

5.8 Maintains records and files reports according to District and provincial policy and procedures.

5.9 Manages the use and care of the building, equipment and grounds.

5.10 Represents the interests of the school to the District and the community.

5.11 Supervises support staff.

5.12 Ensures the provision of adequate health, safety, and security measures.

5.13 Delegates responsibilities appropriately.

6. Professional Development

The Principal:

6.1 Encourages and provides support for the professional development of staff and participates in a program of personal professional development.

6.2 Professional Development of Staff

6.2.1 Acquaints staff with available district and other educational resources, including in-service opportunities.

6.2.2 Encourages and facilitates staff participation in professional growth activities.

6.2.3 Involves staff in developing in-service activities which reflect school and district goals.

6.2.4 Acts in a resource capacity for instructional practices and new curricula in the school, District or province.

6.3 Personal Professional Development

6.3.1 Develops personal professional goals and objectives to meet the needs of the school and one's own professional growth.

6.3.2 Develops a personal plan of action to achieve these goals and objectives.

6.3.3 Participates in workshops and in-service activities.

6.3.4 Acts as a resource person for professional development activities.

6.3.5 Participates in professional organizations.

6.3.6 Keeps informed about current trends, practices, and research in the educational field.

7. Community Relations

The Principal:

7.1 Fosters supportive attitudes among community members. Opportunities are provided for members of the community to associate productively with the school's personnel and programs.

7.2 Establishes effective procedures for communicating information.

7.3 Fosters an awareness in the community of the school's philosophy, objectives, policies, and programs.

7.4 Develops procedures for receiving and responding to parent and community concerns.

7.5 Makes effective use of community resources.

7.6 Encourages and facilitates the formation and operation of a Parent Consultative Committee.

7.7 Ensures that staff establishes rapport with and provides information to parents.

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

VICE-PRINCIPAL POSITION DESCRIPTION

Background

The Vice-Principal is responsible for assisting the principal in administration of the individual school, through carrying out the duties delegated by the principal. S/he is also expected to use the available opportunities to develop necessary skills and abilities for eventual promotion to the principalship.

The Vice-Principal, as part of a District administrative team, will also play an appropriate role in the District initiatives.

Procedures

1. Details of the Vice-Principal's role will be established by the Principal. In general, these assigned duties will reflect portions of the responsibilities outlined for principals in the District Statement of Effective Administrative Practice (Administrative Procedure 430 – Appendix).

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

SUPERVISION AND EVALUATION OF SCHOOL ADMINISTRATORS

Background

The quality of administrative service in schools will be greatly enhanced through a regular process of supervision and evaluation.

Procedures

1. Responsibility for acting as supervisor and evaluator rests with the Zone Superintendent in the case of principals, and with the Principal of the school in the case of vice-principals.
2. Supervision
   - 2.1 The purposes of administrator supervision shall be to facilitate the professional growth of the administrator in order to assist in the achievement of provincial, District, school and personal goals.
   - 2.2 Administrators are encouraged to develop annual performance objectives or job targets in consultation with the supervisor.
     - 2.2.1 Sources for such objectives will include the position description, current provincial and District directions, school needs, and individual interests and/or concerns.
   - 2.3 Supervision is to be a continuous process of assistance and feedback provided by the supervisor. While the scope of such supervision may include any component of the position's responsibilities, particular attention would normally be placed upon current performance objectives.
3. Evaluation
   - 3.1 The purposes of administrator evaluation shall be:
     - 3.1.1 To ensure that the educational goals of the province, the District and the school are being met;
     - 3.1.2 To ensure the competence of administrators;
     - 3.1.3 To assess the overall strengths and weaknesses of administrative service.
   - 3.2 A formal evaluation process shall be conducted at least one (1) year prior to expiration of an administrator's contract, and on other occasions if required.
   - 3.3 The evaluation process is intended to provide a periodic review of performance across the range of administrative responsibilities. The evaluator will therefore attempt to gather data on performance with respect to areas included in the position description and current performance objectives.
     - 3.3.1 In the case of vice-principals, focus is also to be placed on potential for advancement.
   - 3.4 Methods of such data collection are to be developed in consultation with the administrator, and will normally include opportunities for input from school staff and parents.
   - 3.5 The primary use of such data will be for evaluator-administrator discussion, analysis and future planning.

3.6 A brief written report will indicate the process followed, plans developed, and recommendations concerning contract extension.

3.7 Indication of adequate performance is a necessary condition for extension of an administrator's contract.

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

PLACEMENT AND TRANSFER OF SCHOOL ADMINISTRATORS

Background

Appropriate placement and transfer practices for school administrators enhance effective utilization and the skills, abilities and professional growth of individuals. These objectives can best be achieved through the provision of some variety of school assignment over a period of years, and the best possible matching of known administrator strengths to identified current needs of a particular school.

Procedures

1. The Superintendent shall be responsible for effective placement and transfer of school administrators. In making decisions on placement, the Superintendent shall give consideration to:
    - 1.1 The needs of the school and District as perceived by the Board and District administration;
    - 1.2 Length of current assignment in a school;
    - 1.3 The administrator's expressed preferences;
    - 1.4 Compatibility of administrative style among administrators in the school;
    - 1.5 Opportunities provided for professional growth in the proposed assignment;
    - 1.6 Appropriate training to enable effective planning and educational continuity.
2. Consistent with Board policy and District administrative procedures transfer of school administrators shall be guided by the following provisions:
    - 2.1 Transfers shall normally take place effective August 1;
    - 2.2 Early in the calendar year, the Superintendent will initiate consideration of the transfer process through discussion with District Office administrators and the Board, and by noting expressions of interest from school administrators;
    - 2.3 Transfers will be undertaken only after discussion with the person affected and his/her potential immediate supervisor;
    - 2.4 The Board will be advised of proposed transfers and assignments prior to announcements;
    - 2.5 While District and school needs will be the primary factor, individuals would normally be considered for transfer only after three to five (3 to 5) years in a position;
    - 2.6 Transfers will, to the greatest degree possible, be announced by May 1 to be effective August 1.

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

SUPPORT STAFF RECRUITMENT

Background

Support staff are vital to the provision of quality education programs and must be recruited in an effective, efficient and fair manner.

The District supports the recruitment and efficient deployment of qualified support staff to meet student educational needs.

Procedures

1. In recruiting support staff the following criteria will be considered:
   - 1.1 Needs of District students as perceived by the District administration;
   - 1.2 Provisions of current collective agreements;
   - 1.3 Candidates' interests, knowledge, education, ability, skills and/or seniority with the District; and
   - 1.4 Candidate's suitability and compatibility based upon past performance and experience.
2. The Superintendent is responsible for establishing support staff recruitment procedures, communicating these to school administration and monitoring their implementation.
3. The Secretary-Treasurer is delegated authority to select District Office support staff.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 *School Act*
Employment Standards Act
Collective Agreements

CUSTODIAL SERVICES

The role of Custodial Services is to provide a clean and orderly environment for learning and teaching within District facilities, and to assist in ensuring general safety and comfort for staff, students and visitors. Tasks are carried out under the direction of the Manager through the Assistant Manager and Leadhands at each site.

Procedures

1. General

    1.1 Leadhands are responsible for dealing with day to day issues arising within the site and are instructed to be responsive to the needs and requests of site administrators. Administrators are encouraged to work closely with leadhands to ensure coordination of daily activities and requirements.

    1.2 Administrators interested in the selection process for custodial staff are to contact the manager who will provide information or make arrangements for participation in the selection process. Any concerns which cannot be resolved between the administrator and the leadhand are to be referred to the manager or the assistant manager.

    1.3 Each site has been provided two (2) copies of the Custodial Services Task Manual (Appendix), one each for administration and custodians, which includes performance standards, frequency schedules, procedures and departmental information. The manual is to be used as a guide to service expectations throughout the District.

    1.4 Additional site supervision is provided by periodic site visits by the manager and/or assistant as well as service quality reviews calculated to all sites. Administrators are encouraged to contact the manager or assistant at any time if issues arise or clarification is required. There are also monthly meetings of all leadhands with custodial management, usually on the third Thursday of the month from 3:30 - 5:00 p.m.

2. Access and Security

    2.1 Custodial Services is responsible for all regular opening and closing of school. After hours or irregular requirements must be arranged through Custodial Services and/or Security. Leadhands are to work closely with administrators to establish a site security protocol including time frames, access and restrictions, and confirmation of when the administrator leaves or responsibility is transferred.

    2.2 Custodial staff required for irregular functions, e.g. outside normal open hours, are to be booked with management two (2) weeks in advance. When this is not possible, any premium cost for overtime incurred will be charged to the site. Custodial management will provide procedures for specific security requirements on request.

    2.3 Custodians are expected to contribute to site safety by reporting hazards and maintenance needs, picking up broken glass and other hazardous materials in and around the school, replacing lights and ensuring that access and egress routes are not blocked.

2.4 Leadhands are designated in-charge of buildings outside of normal operating hours, (as determined by administration) and as such, have responsibilities for both the "Custodian checklist" and the "In-charge checklist" as outlined in the Crisis Procedures Manual. As with access and security requirements, communication and flexibility are required. Many custodians are involved in site Safety Committees and administrators are encouraged to discuss safety related concerns with custodians.

2.5 All custodians are responsible for ensuring that their work is carried out in a safe manner consistent with Health and Safety and Custodial Procedures.

3. Trucking and Mail Services

3.1 The Trucking Service is established to provide transportation of district equipment and supplies required for daily operations. This includes inter-site mail, desks, chairs, tables, staging, risers, and audio/video equipment for school use or maintenance/repair. The schedule includes parts and supplies pick-up for maintenance and custodial operations only. There are additional special requirements assigned from time to time.

3.2 Responsibility for the trucking service rests with the Manager, Custodial Services, and operations are carried out through the assistant manager and trucking service staff.

3.3 With the exception of regular mail delivery, service is provided on a requisition basis, using standard Maintenance requisitions. All requisitions must be signed by site administration and be approved by the Manager or Assistant Manager.

3.4 Service requisitions are to be provided two (2) weeks in advance of requirements wherever possible to allow scheduling for economy and efficiency. Christmas and Graduation requirements are to be requisitioned by October 15 and May 10 respectively. This will enable rental arrangements to be made should they be required.

3.5 Responsibility for equipment and supplies rests with the service or facility in possession thereof. The requisitioning site may be held responsible for loss or damage occurring while in its possession (Normal wear and tear excluded).

3.6 The Service does not provide pick-up or delivery of school supplies generally, nor special requirements not normally provided by the District. There are some exceptions regarding rental items required for Christmas concerts and graduation ceremonies. In all cases, special requirements must be discussed with responsible staff.

3.7 Under special request, the Service may be utilized on a contract basis for needs which cannot be otherwise accommodated. In such cases, arrangements must be made with the Manager or Assistant and a charge back expense centre must be provided by the facility requisitioning the service. This charge covers the cost of wages only.

3.8 Set-up and take down of equipment is the responsibility of the requisitioner in all cases. Trucking Service staff are responsible for placement of equipment in a designated site location and removal from a designated location of properly stacked goods prepared for transport e.g. chairs clean and stacked in tens (10s) or on dollies; tape, staples, pins removed from display equipment and tables, and stages and risers folded or on dollies.

4. Loan Equipment Available

4.1 In addition to a number of student desks and other classroom furnishings, the District has the following items available for loan use:

4.1.1 Choral riser - 3 step 18" x 6' (top)

4.1.2 Band risers - 9 pcs forming on band stage

4.1.3 Stages - 4' x 8' sections

4.1.4 Stages - 4' x 12' sections

4.1.5 Wheelchair ramps for stages

4.1.6 Chairs - folding/stacking metal/plastic

4.1.7 Tables - 30" x 96" folding legs

4.1.8 Floor covers for hardwood floors to cover 1 gym

4.2 Equipment is provided on a first requisitioned, first served basis.

5. Teacher Moves

5.1 Teacher moves are provided as indicated in the DTA contract which states:

"When a teacher is transferred after the school year has commenced, the school District will provide assistance so that the teacher's own materials are moved to the new classroom;"

5.2 Moves resulting from other activities, (posting or layoffs) do not qualify for this service.

5.3 Prior to the move, the teacher must package and identify ALL items involved in the move and label each box or item with the destination school and room number.

5.4 The service will not move personal furnishings or carpets which do not meet the District standard. Where this situation arises, the teacher will be notified to discuss the disposition of such items.

6. Waste Removal and Recycling

6.1 Waste removal from all sites is the responsibility of Custodial Services. Contractual arrangements are established with a waste removal agency to remove bin waste from all sites on a scheduled basis.

6.2 Special and Hazardous waste is disposed of as the need arises on a contract basis. To arrange this service a Maintenance requisition should be forwarded to the Manager or Assistant along with a detailed inventory of the products to be disposed of. The inventory is to include the size and quantity of all containers as well as their contents and how full they are.

6.2.1 Science and shop teachers or Department Heads are advised that for many special waste items the cost of disposal is significantly greater than the original purchase cost and are to avoid buying more than required because of price breaks.

6.3 Used motor oil from automotive shops is not included in this service. The school is to make arrangements with an appropriate recycling facility. The cost is borne by the school.

6.4 Several schools have initiated recycling programs for paper. The cost of bin pick-up for District sponsored recycling programs is a custodial expense. Collection and sorting is a site responsibility.

6.5 Custodians will remove bagged recycle materials from a central location within the facility and place in recycle bin outside. When the recycle bin at the site needs to be emptied, the school is to contact the Maintenance/Custodial office at 946-5088 and indicate that a recycle bin needs to be emptied.

7. District Expectations

In order to achieve service the assistance of all District staff is requested, in order to ensure that cleanliness and security standards are maintained at all times.

7.1 Wearing of heavily soiled (muddy) footwear is prohibited in all areas.

7.2 Not more than twenty percent (20%) of wall space will be covered in combustible materials (paper, cloth, etc.) at any one time.[Fire Regulation]

7.3 Wearing of footwear with marking soles and use of any inappropriate equipment, (e.g. wooden hockey sticks), in all gyms, particularly those with hardwood floors, should be prohibited.

7.4 In all areas, records and personal belongings should be properly stored off the floor and are not to exceed the available filing and storage space.

7.5 Classrooms are to be maintained in a neat and orderly fashion: tables/desks in appropriate locations; all large debris, pencils and books picked up; student belongings stacked or placed to permit safe access and cleaning.

7.6 It is generally expected that students will:

7.6.1 Reasonably maintain the cleanliness of their desks, lockers, work areas, benches and equipment.

7.6.2 Clean and put away tools and utensils and do general clean-up of benches and rough sweeping of floors in Industrial Education and Drama classes.

7.6.3 Clean counters, sinks and appliances in Home Economics and Food Service and preparation areas.

7.7 Prior to dismissal, students are to be requested to tidy up classroom areas and to pick up any items on the floor which cannot easily be swept up or vacuumed.

7.8 Classroom storage of District educational materials and teachers' personal materials is to be in a safe, neat and orderly manner on shelves or in cupboards only.

7.9 General storage of District equipment and materials at all sites must be safe, secure, neat and orderly. Items which have no anticipated use in any one (1) year is to be requisitioned for redistribution or discarded. Similarly any item stored which remains unused for more than one (1) year is to be requisitioned for redistribution or discarded. See Administrative Procedure 518 – Disposition of Assets.

7.10 Loose rugs/carpets are to be clean low loop pile with properly bound edges and are to be placed so that they create no tripping or other hazard. Those which are heavily soiled, difficult to clean, badly worn or frayed, or have holes are to be discarded.

7.11 Furnishings

7.11.1 Furnishings in District facilities are to be of a type approved by District management.

7.11.2 Approval of furnishings is based on safety, standardization and ease of maintenance for cleaning and repair.

7.11.3 All furniture must be clean, safe and in good repair. Worn upholstery, damaged frames, bent or broken arms and legs must be repaired. The District will not repair or clean any items which are not owned by the District or which, in the opinion of management, are beyond economical repair.

7.11.4 Donated furniture must meet the above standard prior to acceptance or placement/use in any facility.

7.12 Prior to leaving the classroom at the end of the day, teachers are requested to close and latch windows.

7.13 Maintenance staff are responsible for all cleaning in Maintenance workshop areas. Cleanup at other District sites includes sweeping up and removing any large waste products.

8. Animals

8.1 Keeping of animals, insects, etc., in schools is permitted only where the following criteria are met:

8.2 Animals/insects shall be:

8.2.1 Under the care of a responsible staff member with the time and skills to ensure proper care;

8.2.2 Cared for in a clean and healthy fashion which prevents generation of diseases and odours;

8.2.3 Confined except when under direct care of a responsible person. Cages are to be placed only on non marking surfaces, e.g. formica counters or hard surface floors, never on carpet;

8.2.4 Fed and cleaned properly to prevent spillage of food, urine or excrement and to prevent generation of odours. Cages and surrounding areas shall be cleaned as required to meet the above requirements.

Reference: Sections 17, 18, 20, 22, 23, 65, 85 *School Act*
Employment Standards Act
Collective Agreements

ORGANIZATIONAL STRUCTURE

Background

The District believes in establishing a clear organizational structure. Significant variations from this pattern shall be approved by the Board.

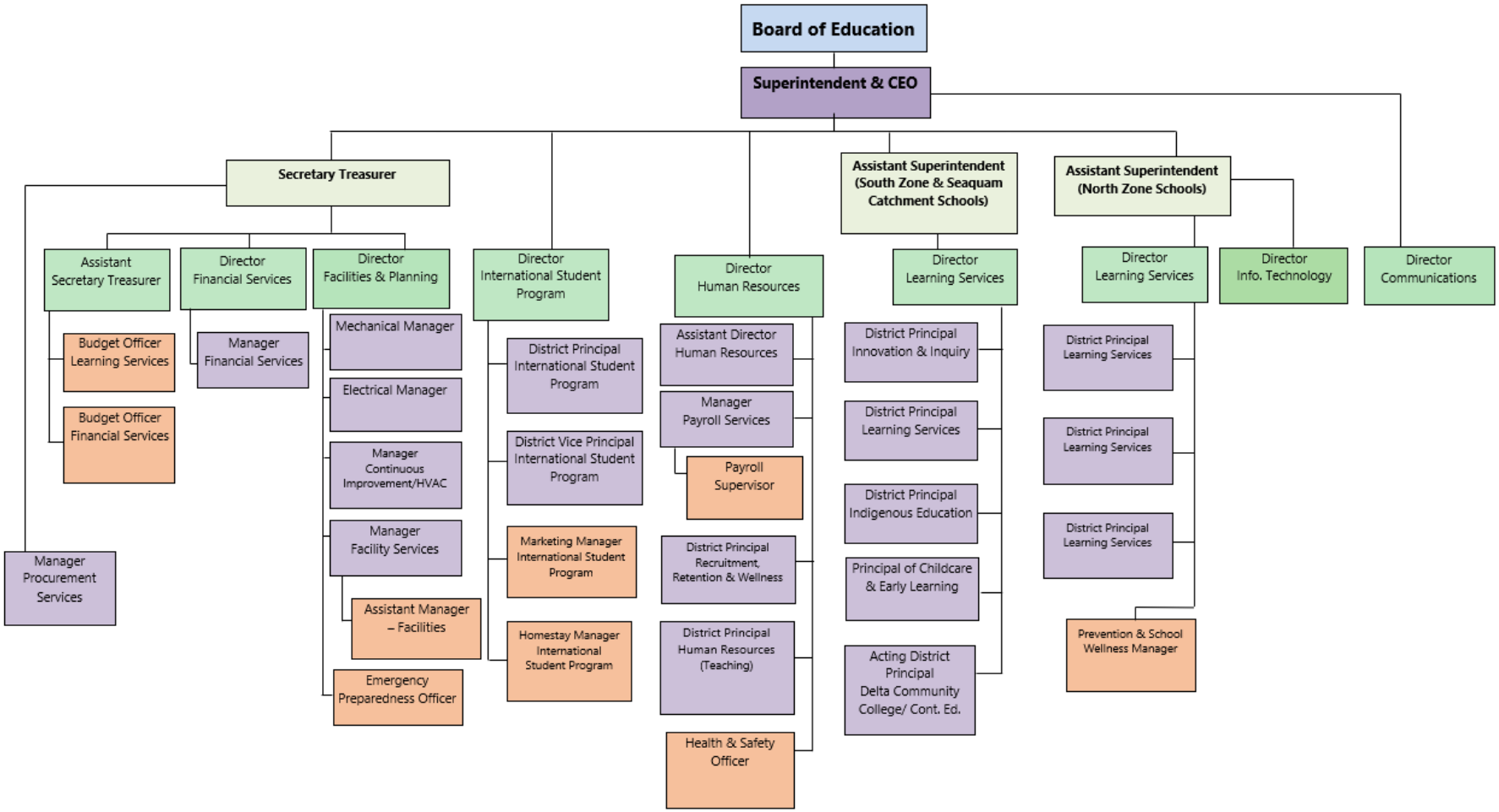
Procedures

1. The Superintendent, as the Board's Chief Executive Officer, is responsible to the Board for the effective administration of the District.
2. Educational Services includes School Operations, Educational Programs, Inclusive Learning, Career Programs and Transitions and Continuing Education Programs.
    2.1 School Operations encompass school personnel evaluation and supervision.
    2.2 Educational Programs includes curriculum and staff development, program evaluation and consultative services.
    2.3 International Education is responsible for student recruitment and coordination of the District International Program.
    2.4 Two (2) Assistant Superintendents hold responsibilities for specific zones of schools.
3. Business Administration has responsibility for coordination of business and building operations, including development and maintenance of all facilities, provision of information and financial services, communications, public relations, entrepreneurship and marketing.
    3.1 The Secretary-Treasurer provides corporate secretarial duties for the District.
4. Human Resources coordinates activities related to teaching and non-teaching personnel, including recruitment, selection, occupational health and safety, compensation administration and payroll, record-keeping, collective bargaining, labour relations and career assistance.
5. The Superintendent will develop administrative procedures consistent with both the administrative organization approved by the Board and the provisions of the *School Act*, and allocate the duties and responsibilities of all administrative and supervisory personnel.

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

Revised: September 2018

ORGANIZATIONAL CHART



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

Revised: September 2024

ROLE OF THE ASSISTANT SUPERINTENDENT

Immediate Supervisor: Superintendent of Schools

The Board recognizes that the operational leadership of the district requires a dynamic senior leadership team to assist the Superintendent of Schools in carrying out the duties as described in the School Act. The Superintendent of Schools assigns responsibilities to Assistant Superintendents with the goal of accessing their expertise and guidance with regard to district and school operations, the achievement of School District goals, and defined District and Board of Education priorities.

As members of the district's senior management team it is expected that Assistant Superintendents remain current with best educational practices while promoting a high standard of professional leadership, effective relationships, and a commitment to success for all students. The Superintendent of Schools, along with the Assistant Superintendent will be responsible for the development of a portfolio of key responsibilities that outlines the work of the Assistant Superintendent. The Superintendent of Schools may assign additional duties and responsibilities to the Assistant Superintendent as required.

Responsibilities:

In fulfilling the duties of Assistant Superintendent, the incumbent will:

1. Support a broad range of leadership development activities in schools;
2. Supervise an area/zone of schools;
3. Assist schools and their communities in resolving issues;
4. Work with school level leadership to develop, monitor and adjust schools' plans;
5. Assume key district and community portfolios as delegated by the Superintendent.

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

ROLE OF THE SECRETARY TREASURER

The Secretary-Treasurer is responsible to the Superintendent for developing and maintaining an effective business operation in the District, including finance, continuing education and facilities. As required by legislation, and as further delineated by Board policy, the Secretary-Treasurer also holds a position of responsibility for the creation and care of the official records of the Board and for duties related to the Board's corporate affairs.

Immediate Supervisor: Superintendent

Procedures

1. Supervises and coordinates the work of the District's employees.
2. Ensures effective operation of the District's supportive business functions: accounting, payroll, purchasing, treasury services, building and grounds services, and management information.
3. Ensures that effective liaison is established and maintained with other Districts and external organizations as appropriate.
4. In collaboration with other personnel, recommends agenda material for Board meetings to the Superintendent and acts as Secretary for those meetings.
5. Provides for the safekeeping of all official records of the Board, and acts as custodian of the Board's seal.
6. Receives communications directed to the Board or to the District and refers these communications to the appropriate officers for response.
7. Advises the Superintendent and, through that office, the Board on financial, facilities, business, and legal matters.
8. Participates in the negotiations of contracts and agreements on behalf of the Board and signs legal documents as required or assigns this authority to others.
9. Assists the Superintendent and other personnel in the development of capital and operating budgets through development of necessary background data, provision of recommended procedures, and by recommending budgets to the Superintendent for the District.
10. Provides advice and support to ensure proper budgetary control and implementation.
11. Acts as the District's liaison with municipal and Ministry officials relative to the Secretary-Treasurer's core functions.
12. Provides advice as required to principals and other administrative officials on effective business practices.
13. Assists as appropriate in effective communication with the public.
14. Reports regularly and as necessary to the Superintendent. Keeps the Superintendent informed of the major activities of the District, and provides other administrative personnel with required information and reports.

15. Acts as designated "head" of the District for purposes of the *Freedom of Information and Protection of Privacy Act*.

16. Performs other duties as required by legislation.

17. Participates as a member of the senior administrative team.

18. Performs other such duties as required by the Superintendent and acts as the Superintendent's deputy when so designated.

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

TEACHERS-TEACHING-ON-CALL (TTOC)

In order to provide a continuous, well-directed education program for students, the District shall employ the best available substitute teachers or instructors in the absence of the regular classroom teacher.

Procedures

1. The District will maintain a list of all teachers-teaching-on-call approved for service to the District. Files on all teachers-teaching-on-call will be maintained by the District Office. Teachers-teaching-on-call are expected to file copies of credentials and document any previous teaching experience in the same manner permanent staff must, for salary purposes.
2. Each year, principals shall be given a list of all approved teachers-teaching-on-call which will be updated periodically. Principals becoming aware of teachers-teaching-on-call available for work in District schools are asked to convey this information to District Office so necessary approval can be granted by the Superintendent.
3. The deployment of teachers-teaching-on-call within a particular school is the responsibility of the Principal or designate.
4. Cancellation of a booked teacher-teaching-on-call requires a minimum of twenty-four (24) hours notice.
5. Teachers-teaching-on-call are expected to fit into the organization of the school when they arrive and, in consultation with the Principal, to continue the work and activities that have been planned by the teacher they are replacing.
6. Teachers employed as teachers-teaching-on-call must conform as closely as possible to the established routine and discipline procedures of the school. When the Principal expects a teacher-teaching-on-call to perform non-instructional duties, the teacher-teaching-on-call shall be informed of this at the time of engagement.
7. Teachers-teaching-on-call are expected to adhere to the same standards of professional conduct as regular teachers including conforming to the Code of Ethics of the B.C. Teachers' Federation.
8. Teachers-teaching-on-call are required to fill out Form 460-1 providing detailed particulars of the period of substitution. The Principal shall forward all signed teachers-teaching-on-call reports to District Office.
9. Instructors may be employed if a B.C. certificated teacher is not available for service.
10. Instructors will work under the supervision of a certificated staff member.
11. When a Principal is aware that a teacher-teaching-on-call will be required for a period of twenty (20) or more consecutive days in the same teaching assignment, the Principal shall consult with the Superintendent prior to employing the teacher-teaching-on-call.

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

POSITION DESCRIPTIONS

Background

The Superintendent will make provision for position descriptions for employees in the District.

Procedures

1. The duties of employees other than the senior administration will be drafted in cooperation with the appropriate members of the senior administration and will be incorporated in the Position Description Appendix to this administrative procedure.
2. The Superintendent will review the duties of employees from time to time.
3. All employees are ultimately responsible to the Superintendent.
4. Position descriptions shall be aligned with and find relevance in the Role of the Board and the Role of the Superintendent.

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

SCHOOL VOLUNTEERS

Background

Volunteers can be of valuable assistance to school staff in support of school activities. Involvement of volunteers is, therefore, encouraged in activities for which the volunteer is qualified, and which do not interfere with or replace employees performing their regular duties.

Procedures

1. The Principal is responsible, subject to District administrative procedures, for selection and training of volunteers, and for decisions concerning continuation or discontinuance of a volunteer's activities.
2. Volunteers shall perform tasks only under the supervision and guidance of employed staff.
3. In the event that the school is unable to provide a District employee sponsor, the Principal may solicit the services of a community volunteer pursuant to Administrative Procedure 261 – Extra-curricular Activities.
4. Volunteers - Regular Basis/Extended Field Trips

   Volunteers who participate on a regular basis (e.g. library, extended field trips, regular classroom parent help, teach coaching) shall be governed by the following:

   4.1 Each regular volunteer will fill out the Application or Registration for Volunteer Assistant (Form 490-1).

      4.1.1 Prior to this, the school may circulate a newsletter requesting parent helpers that is individual to the school's needs and interests.

   4.2 Each prospective regular volunteer will attend an orientation called by the Principal.

      4.2.1 The school philosophy and goals will be outlined;

      4.2.2 School rules and routines will be reviewed;

      4.2.3 Confidentiality will be stressed;

      4.2.4 The sign-in and nametag procedure will be set out; and

      4.2.5 The brochure "School Volunteers – Procedures and Ethics" (Appendix A) will be reviewed.

   4.3 Prior to the field trip, the teacher in charge will make available to the volunteer drivers Administrative Procedure 491 – Student Transportation by Volunteer Drivers.

   4.4 Volunteer drivers will complete the Private Transportation Arrangements/Volunteer Drivers Form (Form 553-1) and will have signed and acknowledged that they have read the Administrative Procedure 491 – Student Transportation by Volunteer Drivers.

5. Volunteers – Occasional

   5.1 Each volunteer will be provided with the brochure, "School Volunteers - Procedures and Ethics" (Appendix A), and the teacher in charge will ensure that the volunteer understands the essence of the brochure.

   5.2 Prior to the field trip, the teacher in charge will make available to the volunteer drivers Administrative Procedure 491.

5.3 Volunteer drivers will complete the Private Transportation Arrangements/Volunteer Drivers Form (Form 553-1) and will have signed and acknowledged that they have read Administrative Procedure 491 – Student Transportation by Volunteer Drivers.

6. Staff Orientation

6.1 Principals, early in the school year, will review with staff the administrative procedure for school volunteers and the following guidelines for the effective use of volunteers:

6.1.1 Confidentiality – Staff will stress the importance of student confidentiality.

6.1.2 Professionalism – Staff will model the professional behaviour expected of volunteers.

6.1.3 Clear Expectations - Staff will ensure that the volunteer has a clear understanding of the philosophy, goals and procedures of the school and/or classroom.

6.1.4 Worth – Staff will explain to the volunteer the value of the volunteer's contribution to the goals of the classroom.

6.1.5 Ethics – Staff will discuss with the volunteer the brochure "School Volunteers – Procedures and Ethics" (Appendix A).

Reference: Sections 17, 20, 22, 26.1, 65, 85 *School Act*
Freedom of Information and Protection of Privacy Act

SCHOOL VOLUNTEERS – PROCEDURES AND ETHICS

5. The volunteer works in the school at the invitation of the teacher or staff member and is under his/her guidance.

6. It is the volunteer's responsibility to understand instruction and ask for clarification if in doubt.

7. It is expected that the volunteer not come as an evalnator of staff or students. The volunteer can provide warmth and encouragement to the students. In return, the volunteer receives respect, appreciation, and a sense of satisfaction from making a significant contribution. A volunteer can expect common courtesy from all students.

8. A privileged relationship exists between the volunteer and students, and the volunteer will not exploit that relationship to promote personal ideological material, or other advantages.

_____ SCHOOL

COMMUNITY & SCHOOL

AS

PARTNERS

SAMPLE
SCHOOL VOLUNTEERS

Procedures & Ethics

PARTNERS IN EDUCATION

Operations 3300.1

October, 1995

Operations 3300.1

THANK YOU

We believe that volunteers assisting teachers benefit children and strengthen the ties between our school and community. Your willingness to help is very much appreciated and we thank you.

OUR AIM IS TO...

- provide you with meaningful tasks that will be of maximum benefit to students
- get to know you and your special skills and talents so that your time can be maximized
- create a comfortable atmosphere so that rapport with staff and students is built

WE ASK YOU TO...

- feel free to ask clarifying questions about tasks and procedures
- check in with the office upon arrival at the school
- wear the volunteer identification badge for security reasons
- read and adhere to the Code of Ethics

CODE OF ETHICS
FOR VOLUNTEERS

RATIONALE:

Because a school volunteer is, at times, privy to information about students and staff, the following code of ethics is intended to provide guidelines for the volunteer in the school.

1. The volunteer is necessarily discreet. It is essential that a volunteer never publicly discuss children, parents, or professionals. If a volunteer feels he/she must discuss a concern, contact should be made with the principal or vice-principal.
2. The volunteer will respect the professional role and judgement of the teacher.
3. Discipline problems will be referred to the teacher in charge.
4. The volunteer will not use volunteer time as an opportunity to consult teachers on his/her own child's progress.

VOLUNTEERS NOT UNDER DIRECT DISTRICT EMPLOYEE SUPERVISION

Form 490-2 (Volunteer Application Form for all Volunteers not directly supervised by a District Employee Sponsor) shall be completed by the Principal and be retained in school files.

It is the responsibility of the Principal to ensure each of the following screening requirements are completed. It will be the responsibility of the Principal to determine whether the qualifications of the prospective volunteer is suitable to supervise, coach and/or work with the students in the school. The Principal may delegate the completion of the form to an appropriate designate, however, the Principal will be required to affix his/her signature to verify that the volunteer has been screened and has been approved.

Requirements:

1. The volunteer shall provide two (2) personal references.
2. The two personal references shall be checked as to the volunteer's suitability to work with children, previous suspensions for conduct, probations, technical skills and abilities, and skill level in coaching the sport or activity.
3. A Criminal Records Check (Form 401-1) shall be completed prior to the volunteer taking his/her assignment.
4. Any criminal charges or convictions shall be grounds to reject the application. The school shall cover the cost of the Criminal Records Check.
5. The Principal and/or designate shall meet with each prospective community coach/volunteer to discuss Board policies, District Administrative Procedures and the expectations affecting the volunteer with respect to the school.
6. The Principal shall provide the volunteer with documents regarding the expectations, policies and procedures of the school and the District, and the volunteer shall sign that s/he has read, understands and will adhere to the requirements outlined in those documents.

Reference: Sections 17, 20, 22, 26.1, 65, 85 *School Act*
Freedom of Information and Protection of Privacy Act

STUDENT TRANSPORTATION BY VOLUNTEER DRIVERS

Background

The District values the involvement and commitment of volunteer drivers. Student transportation is the responsibility of the Principal who may designate a "supervisor" to assume overall responsibility for travel arrangements and supervision of travel for a particular school activity, or for all activities.

Procedures

In accordance with guidelines in the Schools Protection Program Reference Manual and the regulations of the Motor Vehicle Branch, any volunteer driver willing to provide transportation where needed for organized school activities, must review and comply with the following conditions:

1. The driver must hold a valid British Columbia driver's licence (Novice Stage or Full Privilege only). Drivers obtaining Novice designation after October 6, 2003 may not carry more than one passenger unless they have a qualified supervisor twenty-five (25) years or older with a valid full privilege driver’s licence in the vehicle (this restriction does not apply to immediate family members, e.g. mother, father, sister, brother, child, spouse, grandparent, including step and foster relationships).
2. The vehicle must have standard insurance coverage with I.C.B.C.
3. The vehicle must have one (1) seatbelt available for every passenger, including the driver. Drivers are responsible for complying with all child restraint requirements.
4. Booster seats are for children over eighteen (18) kg. (40 lbs) until they are nine (9) years old unless they have reached the height of 145 cm (4’9” tall).
5. The number of persons being transported in the vehicle must not exceed the normal carrying capacity of that vehicle.
6. The vehicle must be maintained in sound mechanical order.
7. Children under the age of thirteen (13) must not be transported in the front passenger seat in vehicles equipped with a front airbag on the passenger side.
8. The driver must authorize a Criminal Records Check (Form 401-1) for situations involving overnight trips with students.
9. All incidents of injury or vehicle accidents must be reported to school staff and an Incident Report (Form 530-1) must be completed and provided to the District Office.
10. A vehicle with a seating capacity of more than ten (10) persons, including the driver, is classified by the Motor Vehicle Branch as a "bus". A "bus" used to transport students is required to have a valid school bus permit issued by the Motor Vehicle Branch. This will include volunteers' vehicles and rental vehicles used for student transportation.
11. Volunteers who rent vehicles to transport students for school-approved functions must be aware of the appropriate requirements for drivers licence classifications, Third Party Liability insurance limits, and School Bus Permits, particularly when renting vehicles which have a capacity to carry more than ten people, including the driver. Vehicle capacity, and not the number of passengers being carried, is the determining factor. Only drivers who are declared to the rental agency are allowed to drive (confirm minimum age requirement for operating a rental vehicle with the rental agency). Insurance coverage is voided if an undeclared driver drives the vehicle.

12. The Insurance Corporation of British Columbia considers drivers to be "volunteers" as long as they are reimbursed only for reasonable expenses. A volunteer who is paid a wage or is reimbursed for his/her time, is no longer considered a "volunteer" and is to contact his/her Autoplan agent as it may be necessary for the volunteer's vehicle to be rated for "business use".

13. Actions by volunteers on behalf of the District are covered by the School Protection Program while participating in any District or school-authorized and supervised activity. However, not all situations that occur during off-site school activities will be considered part of the approved activity. For example, if the volunteer decides to leave the premises of the school activity for personal reasons and are involved in an accident, the School Protection Program may not respond on the volunteer's behalf. Volunteers are to be aware that they may have some personal legal liability exposures. These exposures may be insured under the liability section of homeowners' or tenants' insurance policies, or under an ICBC Policy. Volunteers are advised to check with their own insurance agents.

14. Third Party Liability coverage above two million dollars ($2,000,000) basic personal coverage is provided by the Schools Protection Program, however, NO COMPREHENSIVE OR COLLISION coverage is provided beyond your own personal vehicle insurance.

15. There is NO MEDICAL, DENTAL OR DISABILITY COVERAGE for volunteers. If a volunteer is injured by the actions of other people, the volunteer still has the right of common law action and in the case of automobile-related injuries, ICBC coverage may apply.

16. All incidents of injury or vehicle accidents must be reported to school staff immediately.

Reference: Sections 17, 20, 22, 26.1, 65, 85 *School Act*
Freedom of Information and Protection of Privacy Act

BUSINESS ADMINISTRATION 500

FINANCIAL MANAGEMENT

Background

The District recognizes its responsibility to the citizens of this community for the effective use of public funds in providing the best possible education to its children. A system of sound financial planning and management shall be established to assure that District objectives are realized and that funds are expended in accordance with plans expressed through the Board budget.

The budget planning process will include regular review of District policies, objectives, and the approaches to be used in achieving those objectives. Good financial planning includes a review of concepts, ideas, problems, constraints, approaches and systems during the school year before dollar amounts are established in the budget.

Procedures

1. Budgeting

    1.1 The budget is the expression of the plans of the Board in financial terms. The District will express those plans in accordance with the School Act, prevailing accounting regulation and Ministry directive through three (3) types of budgets:

        1.1.1 Operating Budget – a budget based on preliminary enrolment estimates for the provision of annual resources.

        1.1.2 Special Purpose Fund Budget – a budget for the provision of resources from externally targeted grants.

        1.1.3 Capital Budget – a budget for the provision of necessary sites, buildings and equipment, which shall be aligned with the annual Capital Plan.

    1.2 The budgets shall be initially adopted by the Board in the spring for the following fiscal year and shall be amended by the Board in February of the fiscal year, based on September 30 actual enrolment and any other new information that is anticipated to materially impact the District financially.

    1.3 The annual budget and the amended budget shall be available to the public, and members of the public as well as the internal school community shall be given opportunity to present budget proposals during the annual budget process.

2. Expenditures

    2.1 The Superintendent or designate has authority to authorize expenditure of funds within the limit of an adopted budget, in conformity with Board policy, District administrative procedures and legal requirements, except that the Board may direct the Superintendent as to expenditure limitations or reporting requirements on specific sections of the budget.

    2.2 The Superintendent or designate shall establish procedures which clearly delegate authority to expend funds within each budget program, establish accountability for those expenditures, and outline methods of control.

    2.3 Additional revenue generated by increased enrolments may be expended, on the Superintendent's authorization, when necessary to maintain required service levels. Such additional expenditures shall be reported to the Board.

2.4 Extraordinary expenditures of additional revenue require Board approval. Adjustments required to accommodate reduced revenues shall also be reported to the Board.

2.5 Expenditures from any Program shall be for the purposes indicated in the budget, unless variation is authorized as provided in this administrative procedure.

2.5.1 No individual or group delegated authority and accountability for a Program or portion thereof shall expend funds beyond the budget for that account without the written authorization of the Superintendent or designate.

2.5.2 No individual or group delegated authority and accountability for a Program or portion thereof shall expend funds for which another individual or group has been delegated authority and accountability without that individual's or group's express authorization.

2.6 A deficit shall not be permitted without formal approval of the Board and the Ministry of Education.

2.7 The Superintendent is authorized to make necessary adjustments or over-expenditures to handle emergencies, provided that the Board is advised as soon as possible.

3. Transfers of Operating, Special Purpose and Capital

3.1 The Superintendent or designate may approve transfers that repurpose the budgets within a fund, given changes in educational or business realities, changes in strategy or as approved by Board directive subject to 3.3, 3.4, 3.5 and 3.6.

3.2 Managers may transfer funds between accounts for which they have authority and accountability, subject to 3.3, 3.4, 3.5 and 3.6.

3.3 Budgets in Special Purpose Funds shall not be transferred to the Operating Fund or to another Special Purpose Fund. Transfers within a Special Purpose Fund must be made in keeping with the terms of the Special Purpose Funds.

3.4 Budgets in the Operating and Special Purpose Funds shall be transferred to the Capital Fund only for the purpose of capital spending.

3.5 Transfers to the Capital Fund shall be initiated in consultation with the Manager of Finance and Management Services or designate.

3.6 Transfers of any kind shall be made in keeping with prevailing accounting regulation and Ministry directive as given in the Accounting and Reporting Guidelines of the Ministry's K-12 District Financial Accountability Website.

4. Reporting

4.1 The Board shall be provided with a financial update in:

4.1.1 September – Audited Financial Statements

4.1.2 February – Amended Budget

4.1.3 April – Annual Budget

4.2 The Board shall have full access to financial information as required.

4.3 By August 15, expenditure authorities and designates will be provided with the final approved annual budget for their area of responsibility.

4.4 Reports comparing cumulative spending and commitments to budget and indicating the unspent balance on an account-by-account basis will be available to expenditure authorities throughout the year but at least monthly, beginning in September.

4.5 Each expenditure authority is responsible for reviewing all expenditure commitments and making corrections with the accounting office, as well as projecting expenditures to the end of the year.

Reference: Sections 22, 23, 65, 85, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 *School Act*

MANAGEMENT OF SCHOOL BUDGETS

Background

The primary focus of the District's budgeting process is to ensure that adequate human and material resources are provided to support student learning at the school level. Resources are allocated to schools on an equitable basis according to sound education principles.

Procedures

1. Targeted School 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 1.
3. Schools are prohibited from incurring Operating budget deficits.
4. Exemptions from this administrative procedure may be granted in exceptional circumstances. Requests for exemptions are to be forwarded in writing to the appropriate Zone Superintendent for approval.

    4.1 A copy of the approved request will be forwarded by the Zone Superintendent to the Director of Finance and Management Services.

Reference: Sections 22, 23, 65, 85, 106.3, 106.4, 100, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 *School Act*

STUDENT FEES

Background

The District believes in the provision of a broad general education, containing options for student needs and interests, combined with a common core of learning. While the District will provide an education program free of charge to resident school age students, it may also charge fees and deposits for some goods and services as reasonable and consistent with legislated requirements.

Procedures

1. Educational resource materials necessary for participation in the educational program which is required for graduation shall be provided free of charge.
2. In setting the schedule of fees and deposits, every reasonable effort will be made to ensure that the fees and deposits are:
   - in keeping with district-wide guidelines;
   - based on the recovery of actual additional costs to the school;
   - kept to a minimum cost
3. New student fee schedules for the International Baccalaureate Program must be approved by the Board by January 31 for application the following September.
   - 3.1 Fee revisions greater than the annual change in the Vancouver Consumer Price Index (C.P.I.) must also be approved by the Board and will be available to parents and students at each school.
   - 3.2 Revisions which are no greater than the annual change in the Vancouver C.P.I. may be approved by the Superintendent.
4. Annual student fee schedules for Elementary and Secondary Schools must be approved by the Board by May 15 for application the following September.
5. Annual student fee schedules for Elementary and Secondary Schools must be provided to parents prior to May 30 for application the following September. Information about the fee schedules and any changes must be communicated clearly and made accessible to all parents and students.
6. Principals are authorized to use school funds to cover fees for students who would otherwise be excluded due to financial hardship. A clear and confidential process for requesting fee waivers or financial assistance with school fees will be communicated (As per AP 506 - Hardship)

7. Student fees may be charged for:
    7.1 Goods intended for the student to take home for personal use or as a gift;
    7.2 Goods such as writing tools, calculators, student planners, exercise books, or other supplies and equipment for a student's personal use;
    7.3 Supplies and equipment which are parents' and students' responsibility but are offered through the school as an optional purchase; such items do not require Board approval.
    7.4 Activities such as field trips, special events, and extra-curricular activities, where the fees are limited to defraying actual costs of transportation, accommodation, meals, admission and equipment rentals;
    7.5 Rental fees for musical instruments;
    7.6 Deposits for educational resource materials such as textbooks, reusable workbooks and novels, with the deposit being refunded in whole or in part upon return of the materials, and ensuring the deposits do not create barriers to accessing these materials
8. Parents and students are responsible for providing:
    8.1 School supplies and equipment for the student's personal use;
    8.2 Clothing, for example, gym strip, uniforms, for the student's personal use;
    8.3 Safety equipment, for example, safety gloves and glasses, for the student's personal use;
    8.4 A musical instrument for the student's personal use when enrolled in a course where students learn to play a musical instrument.
9. Compliance with the School Act:
    9.1 The procedures outlined in this document will be regularly reviewed and updated to ensure ongoing compliance with the BC School Act.
    9.2 References to specific sections of the School Act that govern student fees and financial assistance will be included to provide a legal framework for these procedures.

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

HARDSHIP

Background

The District is committed to ensuring that no student of school age will be denied an educational program due to financial hardship. Within the fiscal ability of each school and the District, no student is to be denied access to programs, events or field trips that are aligned to and enhance the BC curriculum.

Procedures

1. The principal of each school will communicate and implement procedures to facilitate the participation of students who would not otherwise be able to participate in a course, class or program which is part of a student's educational program due to financial hardship.

2. Parents unable to pay some or all of a school fee are invited to speak to their child's teacher, school counsellor, and/or the principal. Support must incorporate the principles of fairness, confidentiality and sensitivity, while maintaining family respect and dignity. Students, parents and staff will be advised of the procedure. Individual dignity and respect must remain paramount.

3. Communications with students and parents regarding any school fees must include a statement explaining that charges will not be a barrier to student participation in school activities. A statement informing parents of the hardship provision will be included on permission forms for trips, events and programs. The procedures shall be published in each school's schedule of fees, referred to in school newsletters, published on school websites and included in application forms for educational programs requiring payment of fees or for which students are required to provide their own special equipment.

4. This Administrative Procedure applies to students of school age who attend a District school and who are ordinarily residents of British Columbia.

Reference: Section 20, 22, 65, 82, 82.1, 82.2, 82.3, 82.4, 85 School Act

Ministerial Order 236/07 - Board of Education Fees

FINANCIAL SYSTEMS AND AUDITS

Background

Accounting, financial reporting and management control systems must be designed and maintained to ensure accurate, reliable and relevant data and ease of audit.

Such systems shall conform to the high standards of care and discipline required by generally accepted accounting principles. The systems must also enable the Board to be provided regular and emergent reports on the financial affairs of the District.

Procedures

1. Financial System

    1.1 In order to provide an effective accounting system, the Finance and Management Services Branch shall establish and maintain a "chart of accounts" consistent with the Ministry Accounting and Reporting Guidelines.

    1.2 All revenue and expenditures shall be recorded in the General Ledger which contains the accounts in summary and detail to reflect the financial position, the results of financial operations and the changes in equity of each fund.

    1.3 The fiscal year budgets as approved by the Board and Ministry shall be recorded in the General Ledger for daily control of revenue and expenditure.

    1.4 Each entry to the General Ledger shall be evidenced by an authorized document to provide a complete record of the transaction.

        1.4.1 In addition each entry shall be controlled by a cheque, journal voucher or receipt number or budget transfer.

    1.5 Finance and Management Services Branch shall maintain a complete audit trail of all financial transactions.

        1.5.1 The records will be available for inspection by appropriate personnel.

    1.6 The Payroll department for the District must meet the following objectives and checks before finalization of a payroll:

        1.6.1 All employees will be approved and entered in the Employee Master File by the Human Resources department;

        1.6.2 The Payroll department will calculate exceptions/pay adjustments and/or timesheets and process payrolls for predetermined pay dates;

        1.6.3 Payroll reports will be produced as audit trail for the processed transactions.

        1.6.4 A payroll register will be produced to verify each payroll.

        1.6.5 A one-pay-period listing showing amounts paid out to each employee shall be presented to the Human Resources Director or designate for review at least quarterly.

    1.7 Bank reconciliations and other balance sheet reconciliations shall be prepared monthly.

1.8 Finance and Management Services monitor all the District's funds on a continual basis to prevent over expenditures.

1.9 Where there are indications of significant overrun an "Ad Hoc" report shall be forwarded to the Superintendent or designate.

2. Audits

2.1 An auditor will be appointed by the Board to audit the accounts and transactions of the District.

2.2 Requests for information on auditing services will be solicited from the major accounting firms at least every six (6) years.

2.3 The initial engagement will be for a maximum of three (3) years.

2.3.1 In each year subsequent to the initial appointment, the Superintendent or designate, with the approval of the Board, may extend the appointment for one (1) additional year.

2.4 The maximum term of appointment shall be six (6) years.

2.5 The auditing firm appointed by the Board will conduct an interim audit visit in May and a year-end audit in August.

2.6 In addition to the responsibilities listed in the School Act, the auditors will make recommendations on improvements which could be made to accounting records, procedures and controls.

2.7 The audited financial statements shall be made available to the public immediately after their receipt and approval by the Board and the Ministry of Education.

2.8 The Finance and Management Services Branch of the District will be responsible for conducting any internal audits requested by the Ministry, the Board or Superintendent.

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

BANKING SERVICES AND BORROWING

Background

Banking services for the District shall be awarded to the financial institution which can best deliver a reasonable, competitive price, a high level of service and is domiciled in Delta.

Procedures

1. Banking Services

    1.1 Banking services for the District shall be opened to competitive bid at least every ten (10) years.

    1.2 The initial appointment shall not exceed five (5) years.

    1.3 Subsequent to the initial appointment, the Superintendent or designate may extend the appointment for one (1) additional five (5)-year period.

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

INVESTMENTS

Background

Under normal conditions, the day-to-day financial operations of the District are such that positive cash flows occur periodically. The Secretary-Treasurer or designate is authorized to and responsible for cash management and investment of available cash in order to generate investment revenue.

Investments must reflect a conservative management philosophy based on three substantive fundamentals:

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

Procedures

1. The Secretary-Treasurer or designate shall manage the investments of the District in accordance with this administrative procedure.
2. Investments may be in one (1) or more of the following:
   - 2.1 Interest-bearing accounts, fixed deposits, notes, certificates and other short-term paper of or guaranteed by a savings institution;
   - 2.2 Securities that are obligations of or guaranteed by the Federal or Provincial governments, Canadian chartered banks or credit unions;
   - 2.3 Securities issued by the Municipal Finance Authority of British Columbia;
   - 2.4 Commercial paper issued by a company incorporated under the laws of Canada or of a province, the securities of which are rated in the highest rating category by at least two (2) recognized security rating institutions.
3. Such investments may be made in or through institutions other than the Board's primary bank.
4. Credit risk will be minimized through diversification. It is not prudent to invest all funds with one (1) institution, but rather to spread the risk. It is recognized however, that there may be situations where this is not practicable or desirable.
5. Local Priority
   - 5.1 All other things being equal, investments will be negotiated with local financial institutions.
   - 5.2 Where there is only marginal benefit to be gained from financial institutions outside the District, then the Secretary-Treasurer is authorized to negotiate an investment with a local financial institution.

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

CASH TRANSACTIONS

Background

The District has a responsibility to keep all funds safe and to produce accounting records which are easily auditable. By its nature, cash is difficult to control and to audit, thus requiring prudent control. Therefore:

- The use of petty cash within the District shall be minimized.
- The use of cash to conduct financial affairs shall be avoided where possible.
- Cash disbursements shall be fully documented and allow for ease of accounting and authority to conduct cash transactions shall be controlled and limited.

Procedures

1. Petty cash disbursements shall only be used for:
    1.1 Small purchases, not exceeding the size of the petty cash float, purchases which cannot be paid through other payment methods and/or where it is impractical or untimely to generate a cheque.
        1.1.1 Purchases that are made on a continuing basis at the same source shall be governed by Administrative Procedure 515 – Purchasing Goods and Services.
    1.2 Emergent situations which a Principal or manager deems essential to conduct classes or business.
2. All disbursements must be supported by receipts, invoices or documents indicating nature of expense.
3. All reimbursement claims must be submitted on Petty Cash Form (Form 513-1) and signed by the Principal, Vice-Principal or Department Manager.
4. In compliance with the Financial Information Act the following payment requests against budgeted funds shall not be paid from petty cash:
    4.1 Individual travel and expenses claims (Form 514-1), including all field trip related travel.
    4.2 Registration and membership fees, paid up front by employees. These are to be claimed on an expense claim (Form 514-1).
5. The maximum Petty Cash Fund shall be established at:
    5.1 Elementary School – two hundred dollars ($200)
    5.2 Secondary – seven hundred fifty dollars ($750)
    5.3 Other faculties – five hundred dollars ($500)
    5.4 Special circumstances calling for a cash float shall be approved by the Secretary-Treasurer or designate.
6. The established Petty Cash Fund levels are deemed a 'float' with replenishment on an "as required" documented basis.

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

SCHOOL ACCOUNTING OF NON-BUDGET FUNDS

THE SYSTEM

Each school is required to use a double entry bookkeeping system to record all cash receipts and disbursements. As the name implies, the entry made for each transaction is composed of two parts, a debit and a credit.

RECORDING TRANSACTIONS

"Back to Basics" is used to record financial activity at the schools. A detailed manual on using this accounting package is available.

BANKING

Where possible, all banking should be conducted through a branch of the Canadian Imperial Bank of Commerce. Interest is paid on current accounts and service charges are waived. Use of financial institutions other than CIBC must be approved by the Secretary-Treasurer or designate.

CHEQUES

Pre-numbered cheques must be used in all cases. If the school cannot obtain same, a numbering machine (number stubs and cheques) are to be used. Cheques are not to be numbered by hand.

Two (2) signatures are required for all cheques issued; any combination of Principal, Vice-Principal and secretary. All cheques issued must be supported by a back-up document duly signed by the Principal or designate. The back-up document must show on it the cheque number and date paid. This will avoid duplicate payments and provide audit controls. A filing system for the vouchers (back-up invoices) must be established and cheques must be retained in number sequence.

Cheques are to be completed fully prior to signing, including date, payee and amount. A copy of the invoice is to be present when signing for verification.

Unused cheques are to be retained in a binder for sequential control. All voided cheques are to be retained for numerical and audit controls.

RECEIPTS

Pre-numbered receipts must be used in all cases. They may be requisitioned from the District Office where a supply is maintained. Receipts must be issued whenever cash or cheques are received.

This may not be feasible in all cases, but it is to be remembered that it is for the school's protection to issue receipts at all times. Where is it impractical to do so (such as collection from students for "hot dog day"), issue a receipt at a later time for the total received, fill out date, amount, and the name could be "hot dog sales". An alternate to issuing receipts at a later time is the daily cash sheet (sample #1). On all receipts indicate name of fund or funds to be credited, or which fund receives the cashmilk, books, etc.

DEPOSITS

Deposits are to be made on a regular basis - same day if possible. Money in excess of petty cash plus $100.00 is not to be left in the school. If an occasion arises whereby the school is unable to deposit a large sum of money ($100 +) during regular banking hours, the CIBC offers a wallet safekeeping service. The service is free and schools are to make use of the service when necessary.

PETTY CASH FLOAT

To avoid writing out cheques to individuals for small amounts, a Petty Cash Float is to be set up.

The float is to be kept in a locked box over which the secretary retains control. In all cases where an amount is paid out, a properly authorized bill or voucher is exchanged. The purpose of the payment is to be marked on the bill or voucher. At all times the total vouchers and cash must equal the authorized fund. The amount of floats are set by Board policy and are:

- Elementary $200.
- Senior $750.
- Other faculties $500.

OTHER

School funds are not to be used to cash personal cheques for staff. In the same light, IOU's are not to be accepted. All cash and cheques are to be kept in a locked box similar to petty cash. All funds are to be handled by one (1) person where feasible.

Bank Reconciliation (sample #2)

During the early part of each month, the school will receive a bank statement pertaining to the previous month's transactions. Procedure is as follows:

1. Cheques must be verified to amounts on statement. Any figures which are not cheque amounts must be accounted for. In most cases these would be:
   1.1 Overdraft charge
   1.2 Service charge
   1.3 NSF charge
2. In case of NSF cheques, the school will receive notification a few days after the deposit date. At that time, the NSF cheque is to be entered in the "Back to Basics".
3. Deposits - deposits must be verified in "Back to Basics" to bank statement. It is quite possible that a deposit in the general ledger will not appear on the bank statement - usually month end deposits. A credit in the bank statement usually indicates interest earned - record this in the general ledger by journal entry.
4. In most cases money which has been raised through efforts and contributions of teachers, students and parents is to be used for the purposes stated and such monies are to be used while those persons who helped raise the funds are still members of the school community.

   Moreover, it should be noted that the purchasing power of money which is held from one (1) year to the next depreciates, therefore desired purchases should be made as early as possible.

Schools are to also recognize the positive public relations to be achieved by keeping parents informed of the amounts of monies which have been raised and the purpose(s) for which such moneys have been disbursed.

MONTH END/YEAR END

Upon receipt of the bank statement, several steps must be followed to report to the District Office the school's monthly activities. If difficulties are encountered the Office Automation Coordinator is to be contacted.

- a disk is formatted to be used as an archive disk
- all deposits are entered
- all cheques are entered
- all journal entries are made. These include any interest earned for the month, bank
- charges for cheques, cheques returned NSF, etc.
- a trial balance is run
- a GST monthly report from the GST area is run
- using a bank reconciliation form, and referring to the previous month's reconciliation
- for outstanding cheques, the month is balanced
- if the month end is balanced, the month is closed out and the reports offered are printed
- instructions followed to prepare archive disk and store in a safe place
- the following reports are sent to the Accounting Department:
    - copy of your bank statement
    - trial balance report
    - cash disbursement report
    - cash receipt report
    - reconciliation form
    - GST monthly activity report and monthly GST report

Year End - June 30

- A year end close is done annually, usually at the end of July, on the "Back to Basics" accounts for year ending June 30.
- All year-end entries are completed but instead of choosing month end, opt for the year end function.
- The year end function clears all accounts except the GST paid and the GST rebate accounts and places all cash into the retained earning account.
- Journal entries are used to clear GST accounts.
- Journal entries are used to move any amounts back into accounts in which profits are retained.
- Reports submitted to school board office as stated above, including year end report.

REVIEW BY ADMINISTRATIVE OFFICER

While the day-to-day accounting can be delegated to staff, the Administrative Officer is responsible for the information prepared and for reviewing information.

Monthly

1. Reviewing the financial information prepared
2. Reviewing the bank reconciliation

Annually - Year End Closing/New Year Opening

1. Verifying that the unexpended balances from the previous year equal the amount available for distribution at the beginning of the new year.

REVIEW BY FINANCE AND MANAGEMENT SERVICE BRANCH

Finance staff conduct periodic reviews of school records. The purpose of the review is not to detect fraud, but to ensure that schools are complying with District standards for management of money. The types of information reviewed are described in Appendix B.

The Finance and Management Service Branch will prepare a report providing information on the results of the review. The report will make observations and recommendations, and provide and opportunity for schools to comment. The Administrative Officer will comment on all observations and recommendations. Schools will be required to take action if documentation of accounting records is incomplete or to change procedures if the risk of losing funds is significant.

SUMMARY

The accounting description covers the basic requirements when handling cash. While it may appear detailed and time-consuming, adequate safeguards and procedures must be instituted for a standardization of accounting for all schools, to protect the school staff from accusations of misuse of public funds.

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

FINANCIAL REVIEW PROCESS GUIDELINES

This document provides an overview of the items the Finance and Management Service Branch will be examining when conducting a review.

1. Review Cash/Receipts
    - 1.1 To ensure that cash-on-hand, including imprest accounts, can be properly accounted for an adequately safeguarded.
    - 1.2 To ensure that cash received is properly receipted, recorded, safeguarded and reported.
    - 1.3 To identify deficiencies in prescribed procedures as they apply or are implemented at the school and recommend corrective action, e.g.:
        - 1.3.1 Receipt books pre-numbered.
        - 1.3.2 Receipts signed.
        - 1.3.3 Issuance and return of receipt book(s) controlled.
        - 1.3.4 Spoiled or cancelled receipts left in book.
        - 1.3.5 Receipts pre-signed.
        - 1.3.6 Receipts issued for all funds received.
        - 1.3.7 Receipts balanced and cross-referenced to bank deposits.
        - 1.3.8 Cash-on-hand confirmed.
        - 1.3.9 IOU's or post-dated cheques present.
        - 1.3.10 Bank deposits made when warranted by amount of cash-on-hand.
2. Disbursements
    - 2.1 To ensure that all disbursements can be properly accounted for and that supporting documentation exists.
    - 2.2 To identify deficiencies in prescribed procedures as they apply, or are implemented at the school, and recommend corrective action, e.g.:
        - 2.2.1 Any cheques payable to "cash"?
        - 2.2.2 Are cheques consecutively numbered?
        - 2.2.3 Are two (2) signatures present on all cheques?
        - 2.2.4 Are cheques pre-signed?
        - 2.2.5 Are voided cheques properly handled?
        - 2.2.6 Are invoices checked before payment for:
        - 2.2.7 Receipt of goods.
        - 2.2.8 Extensions and additions.
3. General Ledger
    - 3.1 Most recent month-end closed off.
    - 3.2 Balanced and principal has reviewed and initialled monthly.
    - 3.3 Continuity of cheque numbers.

4. Bank Reconciliation
    - 4.1 Number of accounts controlled by school and the signing officers.
    - 4.2 Bank reconciliation done monthly.
    - 4.3 Outstanding cheques are properly controlled.
    - 4.4 Principal reviews and initials monthly.
    - 4.5 Determination of whether bank account earns interest and whether school utilizes other means of making use of excess funds.
5. Teaching Cafeteria
    - 5.1 All monies are deposited with school accounting clerk daily.
    - 5.2 Bank deposits are made within a reasonable time.
    - 5.3 Amount of cash floats for each register.
    - 5.4 Cash registers are "Z-Totalled" daily and the daily cash reconciliation form is filled out completely.
    - 5.5 Register total tape is attached to the cash reconciliation form.
    - 5.6 Adequate security over cash during and after school hours.
    - 5.7 Deposits are made intact and reconcile to bank deposits.
6. Parent Advisory Committee (PAC)
    - 6.1 The above conditions apply to PAC funds when PAC funds are part of the non-budget funds.
    - 6.2 Where funds are raised for the school, the recommendation is that the Principal be a signing officer for authorized transactions of funds.
7. Financial Review Completion
    - 7.1 Financial review report is completed including observations and recommendations.
    - 7.2 Report is forwarded to Principal for comments.
    - 7.3 Financial Review Report is finalized with school's comments recorded and distributed to:
        - 7.3.1 Director of Finance and Management Service.
        - 7.3.2 Assistant Superintendent.
        - 7.3.3 Secretary-Treasurer.
        - 7.3.4 Principal.

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

REIMBURSEMENT FOR EXPENSES

Background

Employees who travel on authorized school business trips, or who sponsor extracurricular activities, shall be eligible for reimbursement of reasonable costs incurred.

Procedures

Employee expenses for authorized travel shall be reimbursed as follows:

1. **Registration fees and/or membership dues** that have been pre-approved by the supervisor.
2. **Hotel expenses** at convention or organization rates, where possible.
3. **Convention expenses** must relate to the employee's professional district activity. Convention expenses should be for conventions held within the province unless otherwise authorized by the Superintendent or designate.
4. **Transportation** to and from the site will be reimbursed to the limit of current CRA mileage rates or to economy or excursion class airfare plus necessary ground transportation costs, whichever is less.
5. **Hotel and airfare** should be booked using a BMO card by the employee's administrative team. Wherever possible, it should not be booked on a personal credit card.
6. **Actual meal costs** and other **incidental expenses** will be reimbursed as stated below. Meals provided at the conference or event at no cost will not be eligible for reimbursement.

   Meal costs in Canada will be reimbursed to the following maximum per diem rates:

   Breakfast: $15 / Lunch: $20 / Dinner: $30 / Full day: $65

   International meal costs may be reimbursed at higher per diem rates with appropriate supervisor authorization.

   Purchases of alcohol are not eligible for reimbursement without the express written approval of the Superintendent or designate.

   Incidentals, including reasonable travel gratuities, receipted taxi, parking, and other directly related travel costs will be reimbursed at reasonable rates.
7. **Personal expenses** incurred while at a conference are not eligible for reimbursement. Where personal and business travel are combined, per diem allowances and other expenses will not be reimbursed beyond the costs that would have been incurred had personal travel not taken place.

   Where overnight accommodation is required, one telephone call of up to five minutes to the employee's home in British Columbia may be claimed for each night away.
8. Claims made for more than one individual, or for the **entertainment of guests** shall be limited to senior administrative staff, except by prior written approval of the Superintendent or designate, must explain the reason for their incurrence and must list the names of those in attendance.
9. **All expense claims shall** be submitted on District Expense Claim (Form 514-1) and shall be fully completed and supported by the reasons for the incurrence of the expenses and detailed original receipts.

10. **Claims shall be submitted** at least quarterly and not later than by June 15 of the school year within which the expense was incurred.

11. **Expense claims and BMO credit card purchases** shall be authorized and signed by the employee's supervisor.

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

PURCHASING OF GOODS AND SERVICES

Background

Centralized buying of goods and services often achieves favourable prices and premier service. Centralized buying is more likely to ensure that all possible suppliers are made aware of the District's needs as they arise.

Procedures

1. General
    - 1.1 Purchases of goods and services for the District shall generally be made through the Procurement Services Department.
    - 1.2 Procurement shall be conducted to the highest standards of ethics to ensure fair and equitable processes.
    - 1.3 Purchases shall be made in accordance with all relevant laws and legislation, Board policy and District administrative procedures.
    - 1.4 An appropriate method of purchasing shall be used to ensure best value, reputable and reliable service for District needs.
    - 1.5 The Superintendent or designate is authorized to approve contracts for services from individuals, groups or firms outside the District for purposes of obtaining:
        - 1.5.1 Expertise not readily available within the system; or
        - 1.5.2 Independent or objective data, analysis and opinion; or
        - 1.5.3 Favourable cost advantages
    - 1.6 Wherever possible, the District will utilize competitive bidding to realize best value for dollar.
    - 1.7 Where practical, the District will buy goods and services for the entire system.
    - 1.8 Where quality, specifications, sources of supply, terms of delivery, and service are all acceptable the lowest bid will normally be accepted.
    - 1.9 Conflict of interest for trustees or employees must not occur.
    - 1.10 Purchase from District employees is not permitted without prior approval of the Superintendent.
    - 1.11 District purchases not intended for re-sale to staff for personal use.
    - 1.12 Existing contracts shall not be violated.
    - 1.13 Contracts shall be fully executed before commitments are extended or payment is made.
2. Annual Purchase Orders
    - 2.1 The Purchasing Department shall plan and coordinate identification of major purchase categories, establish bidding timetables and incorporate user requirements into the bidding timetable.

3. Major Purchases

    3.1 Purchases of goods and services in excess of ten thousand dollars ($10,000) shall be executed as follows:

        3.1.1 Sealed quotes from known sources of supply for purchases up to fifty thousand dollars ($50,000).

        3.1.2 Sealed tenders, normally advertised in BC Bid for purchases exceeding existing legislated amounts.

        3.1.3 An evaluation of the submissions and recommendations shall be forwarded to the requisitioner for consideration prior to award.

        3.1.4 Contracts for goods and service in excess of existing legislated amounts or outside the ordinary course of business shall be considered "significant" for the purposes of this administrative procedure, and must be approved by the Superintendent and/or designate.

4. Intermediate Purchases

    4.1 Purchases of goods and services between one thousand and one dollars and ten thousand dollars ($1001 and $10,000) may be made at the discretion of the Manager of Procurement Services as follows:

        4.1.1 Not fewer than three (3) verbal quotations are required unless the market is limited, sole source is required or in an emergency situation.

        4.1.2 Sole source and emergency purchases must be defensible and outlined in writing.

        4.1.3 Written confirmation must verify verbal quotation;

5. Minor Purchases

    5.1 Purchases of goods and services up to one thousand dollars ($1000) may be made at the discretion of the Purchasing Manager.

6. Capital Projects

    6.1 Tenders for Capital Projects shall follow the guidelines established or recommended by the Ministry of Education.

7. Computer Acquisitions

    7.1 In order to ensure efficient and effective provision of computer or computer-related technology acquisition, maintenance and use, a Computer Technology Committee will be established, which will provide recommendations to the Superintendent or designate, on hardware acquisition standards.

        7.1.1 The recommendations shall be consistent with Ministry standards.

    7.2 All computers or computer-related technology used in the District, regardless of source of funding, must be chosen from the approved list. In special circumstances, an alternative may be approved by the Superintendent or designate, following consideration by the Committee.

Reference: Sections 20, 22, 23, 65, 85 *School Act*
MASH Annex 502.4 Agreement on Internal Trade,
TILMA

DISPOSITION OF ASSETS

Background

Except for real property, all capital assets shall be allocated, re-allocated, retained or disposed of in the best interests of the District, as directed by the Superintendent or designate.

When equipment, books or materials become obsolete, surplus or otherwise unusable, the Superintendent is authorized to arrange for their disposal in the best interests of the District.

Procedures

1. Administration
    - 1.1 Except for real property, capital assets surplus to current requirements are to be reported by form to the Finance and Management Services Branch which will:
        - 1.1.1 Maintain records of each such asset.
        - 1.1.2 Review capital requisitions to ascertain whether new requirements can be satisfied from surplus items.
        - 1.1.3 Report all unusable assets to the Maintenance Manager for possible parts usage.
        - 1.1.4 Report all unusable and obsolete assets to the Superintendent or designate for disposal authorization.
2. Disposal
    - 2.1 Disposal of capital surplus assets sequence:
        - 2.1.1 All disposals are to be conducted through Finance and Management Services Branch.
        - 2.1.2 The disposal of assets shall be transparent and the assets shall be made available to the general public through the Asset Investment Recovery branch of the Provincial Government or other public notification systems, i.e. Craigslist, etc., or through paid advertising, if appropriate.
        - 2.1.3 Purchases by District employees or individuals related to the District are not permitted.
        - 2.1.4 Procurement services is to obtain highest possible trade in value including the cost of disposal.
        - 2.1.5 Notification through Public Buyers meetings.
        - 2.1.6 Notification of community agencies.
        - 2.1.7 Remaining items to be disposed of in most economical manner possible.
3. Proceeds
    - 3.1 All items sold must include all applicable taxes.
    - 3.2 Proceeds from the sale shall be credited to the original source of funds.
4. All District prepared teacher resource materials shall be made available to other school districts in B.C. on a cost recovery basis.

Reference: Sections 22, 23, 65, 85, 106.3, 106.4, 110, 111, 112, 112.1, 113, 114, 115, 117, 118 *School Act*

Administrative Procedure 519

ACQUISITION AND DISPOSITION OF REAL PROPERTY

Preamble

The Board has the responsibility for the acquisition and disposal of real property, and may, in accordance with the *School Act* and subject to the orders of the Minister of Education and Child Care, dispose of or acquire such real property.

This Administrative Procedure 519 outlines how the Board deals with the acquisition and disposition of real property and improvements thereon.

Definitions

For the purposes of this Administrative Procedure 519:

- "**Acquire**" or "**Acquired**" or "**Acquisition**" means the acquisition by the District of Land in fee simple or *via* lease with a term of ten (10) years or more;
- "**Dispose**" or "**Disposed**" or "**Disposal**" or "**Disposition**" means, subject to the terms hereof, a disposition by the District of Land as contemplated in the Ministerial Disposal Order;
- "**District**" means School District No. 37 (Delta);
- "**Land**" means real property and, as the context requires, any buildings and/or improvements situated thereon;
- "**Minister**" means the Minister of Education and Child Care, and any successor Minister thereto;
- "**Ministerial Order**" means an order issued by the Minister; and
- "**Ministerial Disposal Order**" means Ministerial Order M193/08 entitled "Disposal of Land or Improvements Order" effective September 3, 2008, as the same may be amended or replaced from time to time.

Procedures

1. <u>General Requirements Regarding Acquisition</u>

    1.1 The Superintendent, or their designate, is responsible for identifying the requirement to Acquire Land for the purposes of the proper functioning of the District.

    1.2 The District will, to the extent practicable, include planned Acquisition in the Five Year Capital Plan.

1.3 The Board may enter into agreements with the City of Delta regarding School Site Acquisition Charges (as contemplated in the *Local Government Act*) to minimize Land Acquisition costs, where such agreements are in the best interests of the District considering the totality of the circumstances.

1.4 All Acquisitions by the Board shall comply with the *School Act* and any applicable Ministerial Orders.

1.5 If deemed by the Board to be in the best interests of the District considering the totality of the circumstances, the Board may engage in a public consultation process and/or a competitive offer process in respect of the proposed Acquisition.

1.6 All Acquisitions shall be approved by an appropriate bylaw of the Board.

1.7 Except as otherwise set out herein, in undertaking any Acquisition, the Board shall ensure that:

1.7.1 the future educational and administrative needs of the District have been considered; and

1.7.2 the Acquisition is for value that reflects the best interests of the District, as determined by the Board considering the totality of the circumstances.

2. General Requirements Regarding Disposal

2.1 The Board may, after considering future administrative and educational needs and school and administrative space requirements of the District, deem Land as no longer required for the District's purposes and decide to Dispose of such Land.

2.2 All Dispositions by the Board shall comply with the *School Act* and any applicable Ministerial Orders, including, as applicable, the Ministerial Disposal Order.

2.3 Subject to the terms hereof, all Dispositions shall be approved by an appropriate bylaw of the Board.

2.4 If deemed by the Board to be in the best interests of the District considering the totality of the circumstances, the Board may engage in a public consultation process and/or a competitive offer process in respect of the proposed Disposition.

2.5 Except as otherwise set out herein, in undertaking any Disposal, the Board shall ensure that:

2.5.1 the future educational and administrative needs of the District have been considered;

2.5.2 the Disposition of Land is for value that reflects the best interests of the District considering the totality of the circumstances.

3. Specific Requirements

3.1 Leases

3.1.1 A lease of Land for a period of less than ten (10) years is not an Acquisition for the purposes of this Administrative Procedure 519.

3.1.2 A lease of Land for a period of less than ten (10) years is a Disposition but may not require compliance with the Ministerial Disposition Order.

3.1.3 The Secretary-Treasurer, or their designate, is the District's authorized signatory for leases of less than ten (10) years.

3.2 Land Exchanges

3.2.1 An exchange of Land between the Board and a third party is considered an Acquisition and Disposition. The Board shall have discretion, considering the totality of the circumstances, as to the method for calculating the value of the Land being exchanged.

3.3 Licences

3.3.1 A contractual license to use Land shall not be considered an Acquisition or Disposition for the purposes of this Administrative Procedure 519.

3.3.2 The Secretary-Treasurer, or their designate, is the District's authorized signatory for licences.

3.4 Statutory Right of Way, Easements and Covenants under the *Land Title Act*

3.4.1 A statutory right of way, easement or covenant under the *Land Title Act* shall not be considered an Acquisition or Disposition for the purposes of this Administrative Procedure 519.

3.4.2 The Secretary-Treasurer, or their designate, is the District's authorized signatory for statutory rights of way, easements or covenants under the *Land Title Act.*

Revised: December 2024

Administrative Procedure 520

FUNDRAISING

Background

The District recognizes that staff, parent groups or students may wish to raise funds for school or charitable purposes. The purpose of this administrative procedure is to provide guidelines on fundraising activities undertaken either by students, schools or in conjunction with Parent Advisory Councils, and to establish principles of accountability.

Procedures

1. Fundraising which would reasonably be interpreted as being done under school auspices must have the prior approval of the Principal or, in the case of a District-wide activity, the Superintendent or designate.

2. Approval for fund raising activities will be based upon the following criteria:

2.1 Funds/donations will be used for worthwhile, stated purposes. Qualifying expenditures include raising money to support student participation in field trips or sporting competitions, build new playgrounds and provide gift hampers for families in need. Non-qualifying expenditures include collecting funds and/or items for staff gifts or events (e.g. retirement, parental leave, pro-D etc.) and building a large reserve of uncommitted school funds

2.2 The fundraising activities will be properly supervised. Students wishing to fundraise will have a staff sponsor;

2.3 Participation by students, teachers and parents in fundraising activities will be voluntary.

2.4 Necessary permits, licenses, and insurance coverage will be obtained;

2.5 No undue intrusion will exist on instructional, student or staff time;

2.6 Methods of fundraising will be of an appropriate nature to support a safe and caring school environment.

2.7 Methods of fundraising will not impose unduly on the generosity of local businesses and the public.

2.8 Care will be taken in choosing the kinds of fundraising activities to avoid implied commercial or political endorsement by the school district. Activities shall be legal, ethical and avoid controversial products or services (no smoking, vaping or alcohol-related products or services)

2.9 Funds raised are to be expended for the purpose for which they were raised.

2.10 Funds raised should be deposited through the school and paid to the agreed person/organization through the school.

2.11 School accounts may be reviewed at any time by the Secretary-Treasurer, the Secretary-Treasurer's designate, or by an auditor appointed by the Secretary-Treasurer.

2.12 No undue risk is placed on the school district through fundraising activities.

Reference: Sections 8, 20, 22, 23, 65, 85 *School Act*

Administrative Procedure 216

STUDENT CHARITABLE ACTIVITY

Background

Student involvement with and a knowledge of the services performed by humanitarian agencies can contribute to the District's objectives.

However, care must be exercised to ensure that such charitable efforts:

- Are consistent with effective use of instructional time and effort;
- Avoid embarrassment or undue pressure for students to participate;
- Maintain the dignity of all involved;
- Are of an appropriate nature to support a caring and safe school environment;
- Are not political, unethical or controversial in nature;
- Share a positive community story

Procedures

1. Student charitable activity shall be voluntary, is to be limited and shall be subject to the Principal's approval.
2. The charitable activity will be properly supervised. Students wishing to engage in charitable endeavours at school will have a staff sponsor.
3. Any funds raised should be deposited through the school and paid to the agreed humanitarian organization through the school.

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

Revised: December 2024

REVENUE ENHANCEMENT

Background

The District encourages partnerships as a means of enhancing learning opportunities for children. Partnerships are mutually beneficial relationships between external organizations and the District or schools that are designed to enhance learning for students and other learners. Partnerships are co-operative because partners share values; objectives; human, material or financial resources; and roles and responsibilities to achieve desired learning outcomes.

Enhancements may take the form of a product, service or money for returns such as recognition or advertising or to meet a corporate goal related to community involvement. These opportunities are subject to Canada Revenue Agency (CRA) regulation and certain restrictions as approved by the Board, in keeping with the contemporary standards of the community.

Procedures

1. Revenue enhancement, through a variety of District-wide and District-approved marketing activities including, but not limited to advertising, corporate sponsorship, signage, etc. is a Board-approved venture.
2. Enhancements are supported which:
    - 2.1 Respect the welfare of students;
    - 2.2 Enhance the delivery of quality curricular and co-curricular programs;
    - 2.3 Benefit the District as a whole;
    - 2.4 Are respectful of community standards and the educational setting;
    - 2.5 Are consistent with Board policies and administrative procedures;
    - 2.6 Complement, but do not replace, public funding for education;
    - 2.7 Do not discriminate by race, color, ancestry, place of origin, religion, marital status, physical or mental disability, sex, orientation or age.
3. Enhancements are supported when:
    - 3.1 Goals, objectives and benefits of the relationship are clearly stated in the proposal;
    - 3.2 Resources provided by all parties are clearly defined;
    - 3.3 Records of all transactions are maintained;
    - 3.4 Sponsorship performance is reviewed regularly.
4. Revenue Enhancement schemes shall be undertaken in consultation with Finance and Management Services to ensure that CRA regulation requirements are met.

Reference: Sections 8, 20, 22, 23, 65, 85 *School Act*

Ethical Guidelines for Business–Education Partnerships

Business–education partnerships are mutually beneficial relationships between employers and educators that are designed to enhance learning for students and other learners. They may involve other education stakeholders as partners, including students, employees, parents, communities, labour, and government organizations. Most business–education partnerships are co-operative relationships in which partners share values, objectives, human, material or financial resources, roles and responsibilities in order to achieve desired learning outcomes.

Canadian employers and educators support business–education partnerships that:

- Enhance the quality and relevance of education for learners
- Mutually benefit all partners
- Treat fairly and equitably all those served by the partnership
- Provide opportunities for all partners to meet their shared social responsibilities toward education
- Acknowledge and celebrate each partner's contributions through appropriate forms of recognition
- Are consistent with the ethics and core values of all partners
- Are based on the clearly defined expectations of all partners
- Are based on shared or aligned objectives that support the goals of the partner organizations
- Allocate resources to complement and not replace public funding for education
- Measure and evaluate partnership performance to make informed decisions that ensure continuous improvement
- Are developed and structured in consultation with all partners
- Recognize and respect each partner's expertise
- Identify clearly defined roles and responsibilities for all partners
- Involve individual participants on a voluntary basis

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Information for Sound Decisions Since 1954

This document was developed by the Business–Education Partnerships Forum, a program of the National Business and Education Centre, The Conference Board of Canada.

CHARITABLE DONATIONS

Background

The District appreciates charitable donations from the public in support of the public education system.

Procedures

1. General Donation
    1.1 The donor's cheque must be made payable to the school or the District.
    1.2 The Secretary-Treasurer's office will issue tax receipts for any contribution in excess of twenty-five dollars ($25).
        1.2.1 The name and mailing address of the person making the donation is required.
    1.3 The tax receipts will be mailed directly to the donor from the Secretary-Treasurer's office.
    1.4 The donation cannot directly benefit the donor or the donor's family members.
    1.5 The donor cannot receive anything (service or goods) in return for the donation.
    1.6 If the donation is to a school, the Principal, in consultation with the Parent Advisory Council, will make the final decision on how the donations are spent.
    1.7 Parent Advisory Councils (PAC) are legally separate from the District and its Charitable organization. For donations to the PAC, no tax receipt can be issued.
    1.8 If a tax receipt is to be issued the donation must be deposited into a school or District account.
2. Donation to a Scholarship or Bursary
    2.1 Potential donors are to contact the Principal or one (1) of the Zone Superintendents.
3. Donation to a Designated Project
    3.1 The project must be sanctioned by the school or District.
    3.2 The process to issue a tax receipt is the same as for General Donations.
4. Gifts in Kind
    4.1 Donations of goods may be made to the school or District.
    4.2 If a tax receipt is required, the District is obligated to obtain a market valuation from an independent third party and cannot issue a tax receipt for greater then the assessed value.
        4.2.1 The donor is under no obligation to continue with the donation if the independent market valuation obtained by the District is considered to be too low.
    4.3 For tax receipts less than one thousand dollars ($1,000), a knowledgeable staff member may provide the valuation.
    4.4 For tax receipts greater than one thousand dollars ($1,000), the District must obtain a market valuation from an independent third party through Procurement Services.

5. Silent Auctions / Craft Fairs

5.1 Items donated – a tax receipt can be issued for items donated.

5.2 Tax receipts will be issued for any item valued in excess of twenty-five dollars ($25).

5.3 Items valued less than one thousand dollars ($1,000) must be assessed by a knowledgeable employee.

5.4 Items valued greater than one thousand dollars ($1,000) must be assessed by an independent third party through Procurement Services.

5.5 No tax receipt can be issued for items purchased.

Reference: Sections 8, 20, 22, 23, 65, 85 *School Act*
Income Tax Act

Revised March 2016

CHARITABLE TRUST FUNDS

Background

The District is a registered charitable trust through the Canadian Customs and Revenue Agency. Although the Provincial Government provides funding for the District's core education programs and services, there are additional programs and services that greatly benefit from donor support. Donations received help us to deliver the best possible education to our students.

Procedures

1. The purpose of the Charitable Trust is to enhance educational opportunities for District students limited to the following specific purposes:
    - 1.1 Student scholarships.
    - 1.2 Student field trips and exchanges with students from other parts of Canada.
    - 1.3 Student school sponsored trips outside Canada.
    - 1.4 School books, school facilities.
2. Financial Management
    - 2.1 The monies shall be received by the Secretary-Treasurer or designate and receipts bearing the assigned income tax registration number shall be issued.
    - 2.2 The monies shall be deposited in a separate trust account established upon the Board's books of accounts designated as "School District No. 37 (Delta) Charitable Trust".
    - 2.3 Records, books and documents concerning the trust shall be made available for auditing as required by law.
3. Disbursement
    - 3.1 The Charitable Trust shall maintain direction and control of the funds and all monies received and accrued shall be expended only for the purposes outlined in this administrative procedure.
    - 3.2 Donors shall not be permitted to receive a benefit through their children.
    - 3.3 The criteria for benefiting from scholarship awards shall be high academic standing, or outstanding citizenship, or outstanding athletic achievement or a combination of the three (3) criteria.
    - 3.4 The criteria for benefiting from student trips and exchange shall be:
        - 3.4.1 Worthy academic standing.
        - 3.4.2 Acceptable deportment.
        - 3.4.3 Enrolment in a subject which is reinforced and broadened by participation in the trip.
4. Signing Authority
    - 4.1 The signing officers of the trust are:
        - 4.1.1 Board Chair.
        - 4.1.2 Board Vice-Chair

4.1.3 Secretary-Treasurer.

4.1.4 Director of Management Services.

4.1.5 Manager of Financial Services.

4.2 Two (2) signatures are required on documents.

Reference: Sections 8, 20, 22, 23, 65, 85 *School Act*
Income Tax Act

ESTABLISHMENT OF PERSONAL TRUST FUND HANDLING OF CHARITABLE DONATIONS (BY-LAW 5 – May, 1986)

(A By-Law to establish a perpetual trust fund for the handling of charitable contributions: for the enhancement of the education of the children enrolled in the school district and to adopt the constitution governing the trust fund.)

WHEREAS the Department of National Revenue of Canada has approved the Board's application to establish a charitable trust to administer its charitable activities and

WHEREAS the Ministry of Education of the Province of British Columbia has granted its approval to establish the trust in accordance with Section 240(3) of the *School Act*,

NOW THEREFORE the Board of School Trustees, School District No. 37 (Delta) in open meeting enacts the following:

SCHOOL DISTRICT NO. 37 (DELTA) CHARITABLE TRUST CONSTITUTION

1. The name of the organization shall be "School District No. 37 (Delta) Charitable Trust."
2. The objects of the Charitable Trust shall be: to enhance the educational opportunities available to children enrolled in the School District, by providing a mechanism by which individuals and/or private corporations may contribute financially for the following limited purposes:
   - 2.1 student scholarship
   - 2.2 student field trips and exchanges with students from other parts of Canada
   - 2.3 school sponsored student trips outside Canada
   - 2.4 school books and school facilities
3. The Charitable Trust shall be carried on without purpose of gain for its members and any profits or other accretions to the organization shall be used in promoting the object of the charitable trust.
4. The Charitable Trust structure shall be that of School District No. 37 (Delta) described as follows:
   - 4.1 A Board of School Trustees of seven members elected biennially
   - 4.2 Senior officers of the Board:

     Superintendent of Schools and Chief Executive Officer
     Secretary-Treasurer
     Director of Management Services
     Manager of Financial Services
   - 4.3 The signing officers are:

     School Board Chairman
     Board Vice-Chairman
     Secretary-Treasurer
     Director of Management Services
     Manager of Financial Services

     Any two signing officers may sign documents

5. The effective date of the establishment of "School District No. 37 (Delta) Charitable Trust" is the date of adoption of this by-law. Upon adoption of this by-law the existing registration of the School District as a charity shall cease.

6. The governing document for the administration of the Charitable Trust is appended to this by-law and marked Appendix A.

Read a First, Second and Third time, finally passed and adopted the 27th day of May 1986.

"J. Booker"
Board Chairman

Corporate Seal

"J.D. Melnychuk"
Board Vice-Chairman

"M. Adam"
Board Secretary-Treasurer

Adopted May 1986

GOVERNING DOCUMENT

1. The name of the Charitable Organization is:

   "School District No. 37 Charitable Trust"

2. The Trustees and signing officers of the Charitable Trust are;

   Seven School Trustees

   Signing Officers:

   School Board Chairman

   School Board Vice-Chairman

   Secretary-Treasurer

   Director of Management Services

   Manager of Financial Services

   Two signatures are required on documents.

3. The purposes of the Charitable Trust are: to enhance educational opportunities for the pupils of the School District limited to the following specific purposes:

   3.1 student scholarships

   3.2 student field trips and exchanges with students from other parts of Canada

   3.3 student school sponsored trips outside Canada

   3.4 school books and school facilities

4. 4.1 The monies shall be received by the Secretary-Treasurer or his designate and receipts bearing the assigned income tax registration number shall be issued.

   4.2 The monies shall be deposited in a separate trust account established upon the Board's books of accounts designated as "School District No. 37 (Delta) Charitable Trust".

   4.3 Records, books and documents concerning the trust shall be made available for auditing as required by law.

5. 5.1 The Charitable Trust shall maintain direction and control of the funds and all monies received and accrued shall be expended by the Trustees only for the purposes outlined in this document. Donors shall not be permitted to receive a benefit through their children.

   5.2 The criteria for benefiting from scholarship awards shall be high academic standing, or outstanding citizenship, or outstanding athletic achievement or a combination of the three criteria.

   5.3 The criteria for benefiting from student trips and exchange shall be:

      5.3.1 worthy academic standing

      5.3.2 acceptable deportment

      5.3.3 enrolment in a subject which is reinforced and broadened by participation in the trip

6. This document takes effect upon the date of passage of School District No. 37 (Delta) By-law No. 5, attached hereto.

7. Terms of By-law No. 5 and this Governing Document are hereby acknowledged and accepted.

"J. Booker"
Chairman

"M. Adam"
Secretary-Treasurer

"J.D. Melnychuk"
Vice-Chairman

"T.E. Rainey"
Director of
Management Services

"R.T. Akizuki"
Manager of
Financial Services

Adopted May 1986

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 individual trustees, 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 and trustees while traveling on District business.
5. When required the District shall review its insurance coverage and make such arrangements for insurance coverage as it deems necessary.
6. A student accident insurance plan shall be offered to parents of students at no cost to the District.
7. Injury/Accident at site
   - 7.1 Injuries to staff or students are to be reported on the online Schools Protection Program incident report accessible from http://www.incident-request.org and forwarded to Schools Protection and the Division Office. User ID and password for accessing the online incident reporting form are available from District Risk Management.
   - 7.2 Injuries to employees also need to be reported using the Incident reporting form developed by the District Occupational Health and Safety Committee.

Reference: Sections 22, 23, 65, 74, 84, 85, 95 *School Act*

FACILITIES PLANNING AND DEVELOPMENT

Background

Recognizing that the quality of District facilities can enhance effective teaching, learning and administration, the District will strive for facilities which offer the best possible environment, within financial limitations, for District activities.

Specifically, the District will aim toward:

- New and rejuvenated buildings which facilitate organizational and instructional patterns in support of the District's educational philosophy and instructional goals;
- Meeting health, safety and occupant comfort requirements;
- Providing building renovations as needed to meet accessibility requirements for persons with disabilities; and
- Building design and construction which enable low maintenance costs and energy conservation.

Procedures

1. Long Range Facilities Planning

    1.1 A District-wide Long Range Facilities Plan, forming the basis for capital investment decisions in school facilities, will be maintained by District staff and will take into consideration:

        1.1.1 Educational program requirements and trends,

        1.1.2 Operating capacities and current condition of existing facilities,

        1.1.3 Current land use, anticipated changes in land use,

        1.1.4 Absorption rates,

        1.1.5 Yield rates,

        1.1.6 Community demographics,

        1.1.7 Local community and economic development strategies, and

        1.1.8 Other considerations.

    1.2 The vision for the Long Range Facilities Plan is “a renewal plan which will accommodate changing demographics and educational programming initiatives to support 21st century learning skills for students in fully modernized facilities in an equitable and financially sustainable framework that supports the District’s strategic planning goals and priorities”.

    1.3 The long range facilities planning principles of the District are:

        1.3.1 Enable implementation of the District’s goals and priorities in the Long Range Facilities Plan;

        1.3.2 Create and maintain quality programs in accessible, well-equipped locations;

1.3.3 Maintain appropriate sized facilities that will accommodate changing enrolment and educational programs over the next ten to fifteen (10 to 15) years; and

1.3.4 Strive for increased efficiency in operational and capital costs.

1.4 The District Long Range Facilities Plan shall be reviewed, and if necessary adjusted, bi-annually.

2. Annual Planning

2.1 Enrolment projections will be produced for each school annually for a ten (10)-year period and any schools expected to be over-capacity will be identified.

2.1.1 Portable classrooms or re-purposing of rooms not used as classrooms will be considered for minor fluctuations above a school's capacity.

2.1.2 School catchment boundary changes will be considered if adjacent schools can reasonably absorb the number of students exceeding capacity of a school.

2.1.3 Where space in adjacent schools is not available for the long term, permanent space projects and site acquisition projects will be identified and included in the Capital Plan submission to the Ministry.

2.2 The condition of each school or facility will be evaluated by the Facilities Branch with the Facility Renewal and Upgrade Program adjusted accordingly.

2.3 Through evaluations of the school requirements and new education programs, renovation projects to reconfigure existing educational space for the future needs will be identified and considered as potential projects in the Capital Plan (major projects) or Facility Renewal and Upgrade Program (minor projects).

2.4 Significant deficiencies identified by the risk management consultants will be considered as potential projects in the Capital Plan (major projects) or Facility Renewal and Upgrade Program (minor projects).

2.5 Any permanent space projects will be discussed with the City of Delta to ensure coordination with proposed development in Delta as defined in the Official Community Plan and Area Plans.

3. Capital Planning

3.1 A Five-Year Capital Plan shall be submitted annually by the Board in accordance with Ministry policy, and in complete alignment with the District Long Range Facilities Plan.

3.2 The Capital Plan will prioritize District major projects, including:

3.2.1 Site acquisition and development of new schools due to enrolment growth generated by new residential development.

3.2.2 Additions to existing school sites and/or buildings due to enrolment growth or consolidation.

3.2.3 Replacement or reconstruction of school buildings having exceeded their functional or economic life.

3.2.4 Major rejuvenation of school buildings to extend their functional or economic life.

3.2.5 Major upgrades to improve safety and/or meet current building codes (i.e. structural seismic resistance upgrades).

3.2.6 Major renovations to school buildings to suit changes in facility usage or education programs.

3.3 Such projects shall be supported by the Long Range Facilities Plan and if approved are paid for by the Ministry capital fund.

4. Facility Renewal and Upgrade Program

4.1 A Five-Year Facility Renewal and Upgrade Program will be maintained and updated on an annual basis by the Facilities Branch.

4.2 The program shall contain projects required to maintain facilities through their anticipated economic life and prevent any premature deterioration of these assets.

4.3 Applicable projects include:

4.3.1 Roof replacement;

4.3.2 Improvements to protect the building fabric;

4.3.3 Mechanical and electrical upgrades;

4.3.4 Loss prevention (fire protection, alarms);

4.3.5 Health and safety upgrades;

4.3.6 Structural and non-structural seismic upgrades;

4.3.7 Functional improvements;

4.3.8 Technology infrastructure upgrades;

4.3.9 Access for persons with disabilities;

4.3.10 Asbestos abatement;

4.3.11 Upgrades to existing site improvements.

4.4 The Ministry funds school renewal and upgrading funding by way of the Annual Facility Grant, which will be coupled with approved Local Capital and operating funding to expend on the facilities specified in each year of the program.

4.5 Schools which have major capital projects funded by the Ministry may not receive renewal and upgrading funding if the work can be included in the major project.

5. Special Projects

5.1 The Ministry may approve capital projects which are outside of the Capital Plan process and are funded separately from the Annual Facility Grant. Examples of such projects are structural and non-structural seismic upgrading, and building envelope remediation.

5.2 These types of projects are to be integrated with approved Capital Plan and Facility Renewal and Upgrade Program projects to their fullest extent.

6. Education Specifications

6.1 Education Specifications will be maintained for elementary and secondary schools.

6.2 They will be updated as Ministry policy and program requirements change.

6.3 Input will be obtained from all stakeholders including District departments, school representatives, Parent Advisory Councils and others as necessary.

7. External Consultants

7.1 Processes for developing specifications and designs for new building or renovations shall provide for involvement of affected stakeholders.

7.2 Since an effective working relationship between District staff and external consultants is essential to the efficient design process, a group of three to four (3 to 4) prequalified architecture and engineering consulting firms will be maintained for capital projects.

7.3 Approved capital projects will be assigned to these consultants on the following basis:

7.3.1 Previous performance on similar projects in the District;

7.3.2 Ability to respond in the time available;

7.3.3 Proportion of projects presently assigned to them.

7.4 A review of the prequalified consulting firms will be carried out from time to time.

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

Revised: September 2018

FACILITIES MAINTENANCE

Background

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

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

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

Procedures

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

3. Emergency Calls

3.1 The following items are to be phoned to the Maintenance Office 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 If there is any doubt, the Maintenance Office is to be called: phone 604-946-5088 for clarification.

3.3 The response time may be adversely affected by the extent of similar problems throughout the District.

4. Grounds Crew – Winter Maintenance

4.1 The grounds foreman shall establish a schedule for grounds maintenance at each school during the period November to February.

4.2 The crew will remain on site for three to five (3 to 5) days and carry out the following types of maintenance and repairs:

4.2.1 Clean all paved surfaces at site.

4.2.2 Clean all paved area sumps.

4.2.3 Rake leaves and remove other debris from grounds area.

4.2.4 Repair damaged chain link fencing.

4.2.5 Upgrade old chain link fencing to current District standards.

4.2.6 Prune and trim trees and shrubs as necessary and as weather will permit.

4.2.7 Check and repair/replace playground equipment to eliminate safety hazards.

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

MAINTENANCE REQUESTS

Vandalism and Emergencies

Where areas have been damaged by vandalism or where immediate action is required such as a broken water line, loss of heat, roof leak, the Maintenance Department should be contacted by phone 946- 5088. If the problem is identified after normal working hours, the monitoring company should be advised by phone 731-4126.

Maintenance Requisition Process

The requisition (Form 541-2) is to be used for maintenance items which cannot be completed by the service crews; i.e. the task force takes longer than two (2) hours to complete. A brief statement of the problem or requirement is to be provided.

1. Requisition received by maintenance secretary, date stamped and passed to Maintenance Manager.
2. Maintenance Manager approves or returns the requisition.
3. Maintenance Manager distributes approved work orders to the appropriate foreman or tradesman, who shall see that the work order carries the name of the foreman who is responsible for completion of the work, on the lower right hand corner. The foreman will obtain materials and will determine priority of the work orders in accordance with District goals and objectives. The foreman will schedule work orders to efficiently make use of manpower and coordinate with the service crew schedules.
4. Where a requisition requires the attention of more than one (1) section, work orders for each section will be printed by the maintenance secretary so each foreman is aware of his responsibility for completion of work.
5. Completed work orders and requisitions shall be initialled as completed by the tradesman, signed, dated and returned to the maintenance secretary who will match them with the numbered requisition on file, and return the file copy to the school marked completed.
6. Where a work order will exceed the normal three (3) week response, building manager will receive prior notification with reasons.

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

WALLET CARD

A simplified version of Administrative Procedure 542 for sites to print off, cut, laminate and issue to staff along with their Proximity Card is as follows:

OPENING/CLOSING LOCKED SCHOOL DISTRICT SITES

Opening Procedure

- Go to main doors, locate & check "Traffic Light" inside building
  - If **RED** – do not enter, intruder alarm already set off
  - If **AMBER** – system armed, need to disarm once inside
  - If **GREEN** – system already disarmed by others inside
- Unlock main door using assigned proximity card at card reader & make sure door locks behind you
- If Traffic Light is **AMBER**, disarm system at inside card reader using proximity card, Traffic Light should turn **GREEN**
- If Traffic Light was already **GREEN**, locate other occupant(s) in building to confirm when they told the Monitoring Station when they are leaving

- **CALL MONITORING STATION (1-833-228-1093) TO CONFIRM THE TIME YOU WILL BE EXITING AND CLOSING THE SITE** (if later than other occupants in building). Call if any changes to the closing time or any problems re-arming the system.

Closing Procedure

- Ensure all doors & windows are secured & no one else is in the building
- Go to security alarm panel & stand still until LCD display shows "READY". Re-arm system at inside card reader using proximity card. Traffic Light should turn **AMBER**
- Exit IMMEDIATELY through main doors, ensure door is locked behind you and that the Traffic Light is still **AMBER**

IF FAILURE TO ADHERE TO THESE INSTRUCTIONS RESULTS IN A FALSE ALARM, THE SITE COULD BE ASSESSED A FINE.

Reference: Sections 17, 20, 22, 23, 65, 74, 85 *School Act*

Revised: August 2021

CHEMICAL AND HAZARDOUS WASTE MANAGEMENT

Background

The District believes it has a responsibility for the safety and physical protection of its staff members and students.

Principals are expected to ensure that hazardous materials are handled safely by staff members. The District will implement an effective chemical management plan that meets federal and provincial standards in each of its facilities.

Procedures

1. The Superintendent or designate is responsible for establishing and maintaining a plan for the proper disposal and storage of chemicals and hazardous waste in all areas of the school system operation, including instructional, custodial/maintenance, clerical support, transportation and others.
2. Principals are responsible for ensuring the appropriate purchase, proper storage and safe usage of chemicals used in instructional activities.
3. The Principal shall provide for training for staff members who are required to handle hazardous materials. The staff members will be provided with instructions and the necessary written materials about health hazards of materials that they may be using in the workplace.
4. All staff members handling chemicals shall be familiar with the use of the chemical and thoroughly read the label on the container.
5. All staff members shall follow Occupational Health and Safety regulations and guidelines in handling chemicals
6. All staff members shall be aware how to electronically access MATERIAL SAFETY DATA SHEETS (MSDS).
7. All staff members handling chemicals shall be familiar with the first aid treatment of an accident as explained on the MSDS.
8. All staff members handling chemicals shall be familiar with their responsibility regarding the reporting of a chemical related accident.
9. All staff members must be provided with instruction that is to include a description of all the mandatory and performance-oriented aspects of the Workplace Hazardous Materials Information System (WHMIS) and the employer and employee responsibilities.
10. All obsolete chemicals must be disposed of in accordance all current legislation with regards to Transportation of Dangerous Goods and only through a company registered in British Columbia on a timely basis.
11. Principals shall be responsible for the safe handling of hazardous chemicals by all staff members in the schools.
12. Teachers shall be responsible for the safe handling of hazardous chemicals by aides or students.
13. Facilities are not authorized to transport chemical and hazardous waste materials between sites or the transport of hazardous waste to the recycler. The District will engage the services of an approved and licenced Hazardous Waste removal contractor.

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

SUSTAINABILITY

Background

The Delta Board of Education, through the Delta Green Committee, is committed to instilling in its students, staff, parents, and community an awareness of and commitment to sustainability by leading environmental stewardship and fostering a holistic approach towards climate change, energy optimization, waste reduction, and water conservation.

The Board is committed to improving its performance in sustainability and will endeavor to conduct its operations and make decisions based upon five priorities: conservation, protection, education, regulation, and recognition.

Within the scope of Environmental Stewardship, the District will actively promote, model and advise decision making, professional learning and actions that will meet these five outcomes.

Definition

Sustainability means the capacity of a thing, action, activity or process to be maintained indefinitely and meeting the needs of the present without compromising the ability of future generations to meet their own needs.

Procedures

1. The District encourages and supports initiatives to reduce, recycle and recover waste materials in all schools and departments.
2. The District shall adhere to the principle of conserving electricity, fossil fuels and water through an energy management plan (EMP) focusing on optimization through technology and behavioural based actions. This in turn will lead to conserving energy, reducing harmful greenhouse gases into the environment, and seeking alternative renewable energy sources while still maintaining the highest possible level of safety, comfort and health for students and staff. The EMP will be owned by, and be the responsibility of, everyone within the District in order to conserve and eliminate waste.
3. The District shall adopt practices that protect students, staff, community and the environment. Sustainable best practices that seek to conserve water consumption and energy use as well as minimize waste shall be sought. Such practices in all District operations shall include, but not be limited to, substitution or elimination of the use of toxic and harmful substances, increased use of recycled and recyclable products, reduction in packaging and solid waste generation, and increased diversion of recyclable materials out of waste streams.
    - 3.1 The District will purchase environmentally friendly and recyclable products which will provide the highest possible level of performance.
    - 3.2 The District will continue to promote local habitat conservation and improvement on all District owned properties, where appropriate.
4. The District will promote and encourage educational activities, curriculum development and implementation that have environmental stewardship and energy conservation as its focus. School-wide or classroom initiatives emphasizing critical thinking and social responsibility related to energy optimization, waste management and water conservation will be emphasized.

5. The District will meet or exceed requirements for public sector agencies set forth in Provincial climate action, energy conservation, and other pertinent legislation policy or regulations. In addition to the provincial agency mandates, the District will continue with its own district-wide and site specific conservation initiatives.

6. The District will communicate the importance of sustainability initiatives by informing the school community of technological upgrades and behavioural based actions.

   6.1 The District will support awareness campaigns that enhance, engage and modify student, staff, and community behaviours.

   6.2 The District will celebrate and recognize accomplishments.

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

COMMUNITY USE OF DISTRICT FACILITIES

Background

The District believes that:

- District space and facilities are established for educational purposes, which must receive primary consideration in all use;
- Community use of facilities is desirable, when such use does not conflict with educational needs;'
- Effective facilities management demands clarity and permanence of organizational procedures.

Procedures

1. Joint use or joint management agreements will be considered only with other municipal or public bodies and only when:
    1.1 Provision of funds or services from that body are sufficiently significant to warrant such an arrangement, and
    1.2 The public body has concerns that, due to their level of participation, their interest must be formally protected.
2. Funds from community groups for additional facilities or equipment will be accepted by the District only if educational benefit is thereby received, and on the understanding that the group so involved receives no special consideration for use.
3. Rental rates, approved by the Board, must reflect reasonable recovery of additional costs.
4. Priorities for the use of school facilities shall be as follows:
    4.1 District instructional programs and other school or District sponsored activities such as: tournaments, theatre productions, elections, public meetings, etc.;
    4.2 Continuing Education programs;
    4.3 Municipal programs sponsored by the Parks and Recreation Commission;
    4.4 Non-profit community service groups, defined as having volunteer leaders only;
    4.5 Other groups having paid leaders, or entrepreneurial in nature.
5. Use of School Fields
    5.1 The City of Delta's Director of Parks and Recreation is authorized to schedule non-school activities on school fields after school hours and on non-school days.
    5.2 Principals are to arrange with the municipal Superintendent of Sport Development and Community Events for use of park fields if required by the school.
    5.3 Principals will refer all requests for after hour use of school fields to the Superintendent of Sport Development and Community Events.
    5.4 If special school events require the use of play fields at a time normally used by outside groups, the Superintendent of Sport Development and Community Events is to be given as much notification as possible (two (2) weeks is preferred), so that coaches and teams involved will have sufficient time to make alternate arrangements.

5.5 If in the opinion of the District official in charge of facilities, inclement weather, or damage from over-use creates the need to close school grass fields, the Superintendent of Sport Development and Community Events is to be notified by phone as far in advance as possible.

5.5.1 School field closure information is determined each Thursday for the following weekend.

5.5.2 Parks and Recreation offices in North and South Delta will provide information on field closures after hours.

5.6 The District facilities official will ensure that principals are notified when it becomes necessary to close the fields for any reason.

5.6.1 Interruptions to school activities will be kept to a minimum in order to protect the fields from damage or to carry out grounds maintenance.

Reference: Sections 22, 23, 65, 85 *School Act*
Liquor Control and Licensing Act

Revised: September 2018

OPERATION AND USE OF SCHOOL PROPERTY IN THE MUNICIPALITY OF DELTA

(BY-LAW 2 – February 1987)

A By-law to regulate and govern the operation and use of school property in the Municipality of Delta.

The Board of School Trustees of School District No. 37 (Delta), in open meeting assembled, ENACTS AS FOLLOWS:

1. This By-law may be cited for all purposes as the "SCHOOL PROPERTY BY-LAW, 1976".
2. No person shall on any school property:
   - 2.1 destroy or damage any tree, shrub, plant, turf, or flower;
   - 2.2 destroy, damage or deface any building, fence, bench, sign, ornament or other structure;
   - 2.3 foul or pollute any fountain, lake, pool, pond, stream or other body of water;
   - 2.4 cross any lawn where signs have been erected forbidding such crossing;
   - 2.5 deposit any waste or offensive matter except in receptacles provided for such use;
   - 2.6 play any game in an area where signs have been erected prohibiting such use;
   - 2.7 permit any animal under their ownership or custody to run at large or to feed upon any vegetables;
   - 2.8 conduct himself in a disorderly manner;
   - 2.9 loiter or take up overnight abode;
   - 2.10 obstruct the free use and enjoyment of the school property by any other person;
   - 2.11 violate the command of any person in charge of any organized recreation authorized by the Board of School Trustees in so far as the command relates to the personal safety of any person, or the interference by any person with the conduct of any game, sport or instruction;
   - 2.12 enter or bathe in any pool, stream or other water designated for bathing without being properly clothed in an adequate bathing suit;
   - 2.13 interfere with or obstruct any employee of the School District in the performance of his duty;
   - 2.14 use any device in any pool or bathing beach, which in the opinion of the lifeguard on duty constitutes a hazard to any person using the pool or bathing beach;
   - 2.15 drive any vehicle at a greater speed than 15 miles per hour;
   - 2.16 drive any vehicle in such a manner as to disturb the enjoyment of the school property by other persons;
   - 2.17 ride, lead or drive a horse;
   - 2.18 park any vehicle except in a place designated for that purpose;

2.19 park any vehicle in a place designated for parking for a period exceeding that provided for on any sign posted governing the length of time permitted for parking in that area;

2.20 drive any vehicle except on a road from a street, lane or right-of-way, designed or intended for or used for the passage of vehicles.

3. No person shall, except with the written permission of the Board of School Trustees, on any school property;

3.1 sell, or expose for sale, any refreshments or other articles or service;

3.2 discharge, fire, or explode any firearm, fireworks, or other pyrotechnic;

3.3 light a fire;

3.4 shoot a bow and arrow, except in places designated for such use;

3.5 molest, trap, injure or catch any bird, fish or other animal;

3.6 perform or take part in any procession, ceremony, concert or other performance;

3.7 erect any structure;

3.8 advertise any product or service;

3.9 play or practice golf;

3.10 be present between the hours of 12:00 midnight and 7:00 a.m.

4. Any person who violates any provision of this By-Law shall upon summary conviction, therefore, be liable to a penalty to the full extent provided under the terms of the School Act, and where the person is a minor, the parent or guardian may be held liable in damages jointly with such minor.

INTRODUCED AND PASSED by the Board of School Trustees of School District No. 37 (Delta) this 12th day of April, A.D. 1977.

RECONSIDERED AND FINALLY ADOPTED by the Board of School Trustees of School District No. 37 (Delta) this 12th day of April, A.D. 1977.

"JACK V. SMEDLEY"
Chairman

(Corporate Seal)

"M. ADAM"
Secretary-Treasurer

Original Draft Adopted September, 1976
Amended February, 1987

STORAGE OF GASOLINE OR PROPANE POWERED EQUIPMENT

Background

Recognizing that gasoline, propane and natural gas are all combustible fuels that, if improperly stored or handled at District facilities, can cause harm to persons and/or damage to property, the District has developed procedures to ensure safe storage of gasoline or propane powered equipment, propane tanks and small amounts of gasoline within District buildings and schools.

The procedures contained within this document must be followed by all staff, contractors and volunteers, and apply to all District facilities.

Procedures

Responsibilities

1. Supervisory staff will:
   - ensure that employees are following and applying the procedures contained within this document; and
   - provide guidance and instructions to workers when site conditions present challenges that may require interpretation of these procedures.
2. Employees will:
   - follow and apply all of the procedures contained in this document; and
   - consult their supervisor if site conditions make it unreasonable or impossible to apply these procedures.

Definitions

- Gasoline is classified as a Class IB flammable liquid
- Propane is classified as a Class IA flammable gas

Gasoline Storage and Handling

1. The maximum amount of gasoline that can be stored at any single location is 30 litres (8 US gallons or 6.7 imperial gallons).
2. Gasoline must be stored in a CSA or ULC approved container.
3. Secondary Schools

   When storing gas powered equipment or gasoline in a portable container at a secondary school:

   - Store the gas powered equipment in the automotive shop.
   - Store the container of gasoline in a lockable flammable material storage cabinet, a lockable outdoor cage, or secure undercover area.
   - If storing outside of a lockable flammable material storage cabinet:
     - place the fuel can in a position, inside the cage or secure undercover area, that is at least 3 meters (10 feet) from any exit door or ventilation opening;

- keep the fuel at a reasonable distance from other combustibles and any other hazardous goods or flammable and combustible liquids; and
- hide the fuel can from plain sight (cover it with a small tarp or cardboard box).

4. Elementary Schools/Facilities with Outdoor Inner Courtyards

When storing gas powered equipment or gasoline in a portable container at:

- Beach Grove
- Brooke
- Chalmers
- Cougar Canyon
- Hawthorne
- Gibson
- Gray
- Hellings
- Holly
- Jarvis
- Ladner
- McCloskey
- Pebble Hill
- Pinewood
- Port Guichon
- South Park
- Delta Manor Education Centre

- Store the gas powered equipment and fuel container in an outdoor inner courtyard (cover both with a tarp if rain is an issue).
- Ensure the equipment and fuel container are at least 3 meters (10 feet) from any exit door, ventilation opening, or window.

5. Elementary Schools/Facilities Without Outdoor Inner Courtyards

The following schools have no secure outdoor storage:

- Annieville
- Cliff Drive
- Devon Gardens
- English Bluff
- Heath
- Neilson Grove
- Richardson
- Sunshine Hills
- School Board Office

- Gasoline handling at these schools will be dealt with using administrative measures. The supervisor will make an arrangement, with the employee or contractor carrying out the task, for that supervisor or a delegate to drop off the fuel at the beginning of the shift and pick-up the fuel at the end of the shift. If the employee or contractor has the means to transport the gas container, then the supervisor could arrange for that employee or contractor to be the steward of that fuel.
- The lack of storage for gasoline powered equipment at these schools can also be dealt with through administrative measures. The supervisor could make an arrangement, with the employee or contractor carrying out the task, for that supervisor or a delegate to drop off the equipment at the beginning of the shift and pick-up the equipment at the end of the shift. If the employee or contractor has the means to transport the equipment, then the supervisor can arrange for that employee or contractor to pick-up and return the equipment.

6. Gas powered equipment could be:
    - stored at the Tilbury Maintenance Facility and distributed as needed;
    - stored at an elementary or secondary school in close proximity to any of the elementary schools on the list that lack storage (snow blowers might be best stored this way); or
    - temporarily stored overnight in the gymnasium (pressure washers might be best stored this way).

Propane Storage and Handling

1. All employees will:
    - ensure that propane cylinders are protected from sparks, flames, excessive heat, physical damage, electrical contact or corrosion;
    - ensure propane cylinders currently have a valid certification date;
    - store propane cylinders in the upright position, when possible; and
    - secure propane cylinders against falling or rolling during storage, transportation or use.
2. If the refueling process only involves changing propane cylinders, a propane handler's certificate is not required, but the operator or other person doing the task should have appropriate training to perform this function.
3. Handling
    - Keep the valve on propane cylinders closed when the equipment is not in use.
    - Keep the valve on propane cylinders closed when the cylinder is empty, tag the cylinder as empty, and store the empty cylinder separate from cylinders containing propane.
    - Store propane powered scissor lifts and/or other propane powered equipment outdoors, after hours, when operating at schools.

PERSONAL USE OF SUPPLIES AND EQUIPMENT

Background

District supplies and equipment are valuable resources that must be managed to ensure maximum benefit to the District. Employees are to minimize the use of District resources for purposes other than accomplishing official or otherwise authorized business of the District.

Procedures

1. Personal Use of School Supplies and Materials

    1.1 District supplies are purchased tax exempt or with a tax rebate on the sworn statement that they are to be used strictly for school and District purposes, and as such supplies or materials purchased by the District are not to be sold or used for personal purposes. This includes any leftover, scrap, surplus or other materials which could be re-used at some future date for District purposes or sold by the District.

2. Personal Use of School Equipment by Staff

    2.1 Personal use of portable equipment housed in schools may be arranged with the prior approval of the Principal or Site Manager provided there is no direct cost to the District.

    2.2 Similarly, portable equipment under the stewardship of the Facilities Branch may be used or borrowed with the prior approval of the Director of Facilities or designate.

    2.3 A written record of portable equipment used or loaned for personal purposes is to be maintained by the Principal or Site Manager for his/her site’s equipment and by the Facilities Branch for maintenance and custodial equipment, chairs and tables.

        2.3.1 The record is to show date of borrowing and return and the user's signature.

    2.4 Personal use of stationary shop equipment at secondary schools or the District Maintenance Facility is not permitted.

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

STUDENT TRANSPORTATION

Preamble

The Delta School District is dedicated to the promotion of inclusive, equitable educational experiences for all students. The Delta School District recognizes the importance of equitable access to schools and the role that transportation provisions play in this.

As per the Special Ed Manual (H.18: Transportation), local school districts set student transportation policy and are advised to develop procedures related to transportation of students with disabilities. This document provides eligibility criteria for students to be considered for District Funded transportation.

Procedures

1. Transportation Approval Process

    1.1 Starting in May of each school year, Learning Services-Inclusive Learning reaches out to schools to confirm if bussing is required for the following school year. Program Teachers fill in Bus Transportation Request forms and return them to Inclusive Learning for review and approval.

    1.2 Approval for bussing is confirmed by Learning Services-Inclusive Learning prior to the end of June and schools in turn notify families.

    1.3 Requests and changes may also come in throughout the school year, however, even if the new student meets criteria for eligibility (see criteria below) the student may not be guaranteed bussing after school start-up. On a case-by-case basis, alternative transportation may be offered when bussing is not an option.

2. Eligibility Criteria

    A Delta School District Student may be considered for District funded transportation when:

    Caregivers are not capable of transporting the student to and or/from school ***and, at least one of the following criteria can be clearly demonstrated:***

    2.1 Despite being within reasonable capacity for most same-age peers, the student is not physically able to cycle/walk/travel the distance from their place of residence and back again. The condition responsible for this impairment must not be temporary in nature (i.e. a broken leg).

    2.2 Despite being within reasonable capacity for most same-age peers, the student is not cognitively able to safely and independently navigate themselves from their place of residence to school and back again.

2.3 The student was placed by the district in a program of support that is outside of the family's catchment area school and placement is not a result of disciplinary action.

*Note: The vast majority of student transportation will be provided through the bussing company contracted by the Delta School District. However, there may be unique circumstances where other arrangements are required.

Revised: December 2024

SCHOOL BUS ACCIDENT

Background

In the event of a school bus accident, specific procedures are required.

Procedure

1. Contracted Service Bus Accident
   - 1.1 Bus driver shall call the bus company's Dispatcher. If the driver is incapacitated, the police will contact the bus company who will contact the Superintendent or designate.
   - 1.2 Driver (and/or police) informs Dispatcher and it is determined 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 Dispatch 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 Dispatcher 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/Dispatcher shall make arrangements for uninjured students to be transported home.
     - 1.7.4 For serious accidents, District staff are to be consulted.
   - 1.8 Dispatcher shall call the Secretary-Treasurer or designate with information about accident.
   - 1.9 The Secretary-Treasurer or designate will inform the Principal or Vice-Principal if it is not a District-owned bus.
     - 1.9.1 If students are to be transported to the hospital, the Principal and/or Vice-Principal shall proceed to the hospital to provide support to families
   - 1.10 The Secretary-Treasurer or designate shall inform Superintendent and Assistant Superintendent.
   - 1.11 The Assistant Superintendent will act as liaison with both the police and media.
     - 1.11.1 The Assistant Superintendent and Secretary-Treasurer will liaise with Bus Company to ensure information to be shared with media is known by both the District and the Bus Company.

1.12 The Secretary-Treasurer or designate and Bus Company 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 Bus company, in cooperation with the Secretary-Treasurer's office will complete and provide a full report to the District as soon as possible after the accident.

1.14 District staff will debrief/investigate the accident as appropriate.

2. In the event of a District-owned school bus accident, the above procedures are to be followed with the Principal acting as the "Dispatcher" and "Bus Company".

3. If appropriate, refer to the School Critical Incident Response protocol (Administrative Procedure 165 – Appendix B.

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

USE OF PRIVATE VEHICLES

Background

The District strongly favours the practice of using buses to transport students. However, the District recognizes that there will be times when it is impractical or inefficient to use school buses. In such cases, it is permissible to use private vehicles.

Procedures

1. All vehicles operated by District employees and volunteers for the transportation of students must meet the safety criteria and conform to the regulations established by Provincial Regulatory Agencies.
2. Principals have the over-all responsibility of ensuring that these criteria and regulations are reviewed annually with employees and volunteers.

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