

HEAD LICE INFESTATIONS IN THE SCHOOL

Background

The District recognizes that the identification, control and treatment of head lice are a joint responsibility of the parent, the school and Interior Health Department staff. The Principal, in cooperation with the public health nurse will ensure that the Recommended Head Lice Management policies at Interior Health are implemented in accordance with these procedures. At all times, the implementation of these procedures shall be carried out in a manner that ensures the respect and dignity of the student and family.

Procedures

1. Principals shall provide basic student and parent education on the importance of regular checks, detection methods and suggested treatments as per the [Recommended Interior Health Head Lice Management Policies](#).
2. Parents will be advised that they must inform the Principal if their child has head lice.
3. If a student is found to have head lice:
 - 3.1. A letter will be sent home to the family outlining options for recommended treatment as per the sample letter provided on page 17 in [Recommended Interior Health Head Lice Management Policies](#) and;
 - 3.2. Information regarding lice/nits and recommended treatment will be provided to each family in the class of the infected student and their siblings as per the sample letter provided in Interior Health recommendations.
4. The identity of the student infected with lice will be protected by school staff at all times.
5. Should there be economic reasons that the parent(s) cannot purchase treatment supplies, the Principal will make every effort to obtain the recommended products on behalf of the family.
6. In chronic cases, where recommended management practices have been tried and failed, or where management practices may not have occurred, a meeting between the family, the Principal and Public Health personnel shall occur to develop an action plan to facilitate successful treatment.

7. If families are incapable of planning for and treating chronic cases of head lice, a Principal may provide an educational program to be carried out at home until the treatment plan is successfully followed.

Reference: Sections 7, 17, 20, 22, 65, 85 School Act
Interior Health Recommended Head Lice Management

Approved: August 15, 2021
Revised:

STUDENT RECORDS

Background

The District shall establish and maintain a student file, which shall include a Permanent Student Record (Form 1704), any student learning plan and Individual Education Plans (IEPs), and any other related student information, for each student enrolled in the District and each home school child registered with the District. All student files shall be stored in a locked cabinet and accessed, used, and disposed of according to the Freedom of Information and Privacy Act to ensure privacy for students and their families.

Procedures

1. Storage of Student Records

- 1.1. Student files shall be stored at the school where the student is enrolled (or home schooled child is registered). When a student transfers to, or in the case of a home schooled child registers in, a new school, the student file shall also be transferred to that new school as per the procedures under 7. Document Transfers.

2. Responsibility for Maintaining Student Records

- 2.1. The Principal of the school attended by the student is responsible for maintaining the student's Permanent Student Record. The Principal also has responsibility for maintaining the student Cumulative and red binder. All student Cumulative files are to be updated annually and must be updated and culled when a student transfers.

3. Consistency of Student Files

- 3.1. There will be only ONE official file for each student in the District.
- 3.2. All student files will be created with a manila/ivory/white file folder.
- 3.3. Each student file will have a District label on the front cover.
- 3.4. Each file will be labeled with the LEGAL name on the first line and the USUAL name on the second line (if applicable) with the PEN Number listed below.
- 3.5. All student files will be filed alphabetically by the LEGAL last name.
- 3.6. If the student is receiving special services a red binder will also be created, which will form part of the cumulative file. The red binder will be labeled the same as the cumulative file (LEGAL name first, USUAL name second). Refer to Appendix A and Appendix B for a detailed list of documents to be filed in the cumulative file and red binder.

4. Access to Student Records

- 4.1. Student records shall only be accessible to those persons who are involved in planning and/or delivering an educational program and related services to a student, or who are

otherwise legally entitled to access a student's records. Additionally, the relevant portion (as per legislation) of student records may be disclosed to those persons planning the delivery of, or delivering, health services, social services, or other support services to that student.

- 4.2. Student records may also be released to the District's insurer (Schools Protection Program), and in appropriate circumstances to law enforcement officials, or other persons legally entitled to such records, subject to those persons or agencies ensuring the student records are treated in a confidential fashion, to the extent reasonably and lawfully necessary and possible. Third parties working with students (e.g., tutors) at the request of parents require written consent of the parents prior to accessing student records.
- 4.3. Students and parents of students are entitled to access student records in accordance with the School Act and this Administrative Procedure.

5. Signing Out Student Files

- 5.1. The Principal will ensure that school staff will follow the established District procedure to sign out/in student files. There will be a recording form (Form 320-1) with space for the date, the signature of the witness and the signature of the person accessing the file. There will also be space for the date and signatures to be recorded again when the file is returned.

6. Retention Periods

6.1. Permanent Student Record

- 6.1.1. Permanent student records shall be maintained for a period of 55 years from the date the student withdraws or graduates from school. Destruction of permanent student records shall occur in a confidential manner.

6.2. Cumulative Student Records

- 6.2.1. All other student records shall be maintained for a minimum of 7 years from the time a student withdraws or graduates from school, unless there are reasonable grounds to conclude that such records are to be maintained for a longer period of time (e.g., allegations of sexual abuse, accidents and legal proceedings).

7. Document Transfers

7.1. Public School within British Columbia

- 7.1.1. When a student transfers to another District or a Francophone education authority within British Columbia, and the District receives a request from that other District or Francophone education authority (which includes a parental signature authorizing the release of the information), the original Cumulative file with all the inclusions, the original red binder and the Permanent Student Record Card will be sent to the new school. A copy of the red binder contents must be retained at the sending school for a period of one year after the school year in which the student transferred. After the one-year period, the copy of the contents of the red binder must be destroyed.

7.2. Independent School or an Educational Institution outside of British Columbia

- 7.2.1. When a student transfers to an independent school or an educational institution outside of British Columbia, and the District receives a request from that independent school or educational institution (which includes a parental signature authorizing the release of the information), a copy of the Cumulative file with all inclusions, a copy of the red binder and a copy of the Permanent Student Record Card will be sent to the new school. The original Cumulative file and the original red binder will be kept at the school in a secure location (see Retention Period).

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

Approved: March 2003

Revised: November 8, 2011; April 10, 2012; August 15, 2021

STUDENT CUMULATIVE FILE

Background

The files are to be kept in a secure, central location at each school for easy access for anyone involved with a specific student.

Procedures

1. [Student Services Received](#) checklist must be stapled to the inside of the cumulative file folder for each student as soon as they enroll in the District. One sheet will serve as the record for three years. New Student Services Received sheets will be stapled on top of the previous three-year record. Sheets should be added in Kindergarten, Grades 3, 6 and 9.

2. The following information should be filed in every student's cumulative file:
 - 2.1. Report Cards
 - 2.2. Data collection sheets
 - 2.3. Behaviour incident reports
 - 2.4. Custodial orders

3. The following information should be included in a student's cumulative file if the student is receiving extra support, but is not identified on the 1701:
 - 3.1. Individual Education Plan
 - 3.2. Assessments
 - 3.3. School Based Team minutes
 - 3.4. Student Services referral forms
 - 3.5. Consultation meeting minutes/notes
 - 3.6. School support services reports: AESW, YCW, and school or district counsellors
 - 3.7. Itinerant specialists' reports or assessments: OT, PT, SLP, ELL
 - 3.8. Inter-agency communication and documentation

Reference:

Approved: August 2012
Revised: August 15, 2021

CONFIDENTIAL STUDENT RED BINDER

Background

The Confidential Student red binders are to be filed within the front of the student's cumulative file.

Procedures

The following documentation is to be included in the red binder to fully support the Ministry Category, and provide a relevant, two-to-three-year history:

3. Designation tab
 - 3.1. Designation Confirmation Sheet
 - 3.2. PCRVI verification for Category E
4. Assessments tab
 - 4.1. Instructional Support Planning Process tools (current and prior)
 - 4.1.1. Every three years = Intellectual; Physical Disability/Chronic Health; ASD; Learning Difficulties)
 - 4.1.2. Annually = Behavioural/Mental Illness, some chronic health issues
 - 4.2. Assessments (*most recent assessments – could be 3 to 6 years old*)
 - 4.2.1. Achievement
 - 4.2.2. Adaptive functioning
 - 4.2.3. Behavioural
 - 4.2.4. Cognitive
 - 4.2.5. Functional Behaviour Assessment
 - 4.2.6. Analysis of behavioural events
 - 4.2.7. Medical or Mental Health Diagnosis report
5. IEP tab
 - 5.1. Individual Education Plan (current and last year)
 - 5.2. Supplementary Plans
 - 5.3. Positive Behaviour Support Plan
 - 5.4. Staff Response/Safety Plan
 - 5.5. Nursing Support Services Delegated Care Plan
6. School Based Services tab
 - 6.1. School Based Team minutes (current and last year)
 - 6.2. Student Services referral forms (current and last year)
 - 6.3. Consultation meeting minutes / notes (current and last year)

- 6.4. School support services reports and contact logs (AESW, YCW, School or District Counsellor) (current and last year)
- 6.5. EA schedule/contact logs

7. Community Services tab

- 7.1. Inter-ministerial/Other Agencies documentation (*current and last year*)
- 7.2. Outside Agency contact logs
- 7.3. Release of/Permission to Obtain Information

At the end of the school year (June) pruning of red binder documentation must occur to maintain the two to three-year evidence only. Pruned documentation should be incorporated into the student's cumulative file in the proper academic year bundles.

Upon de-categorization of a 1701 student, the red binder will be disassembled and incorporated into the student's cumulative annual year bundles.

Reference:

Approved: August 2012
Revised: August 15, 2021

YOUNG OFFENDER RECORDS

Background

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

Procedures

1. Access to information provided under amendments to the Youth Criminal Justice Act is restricted to designated personnel.
 - 1.1 The 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)

Approved: August 15, 2021
Revised:

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 with whom the child lives.

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

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

Procedures

1. All claims for the custody of students must be referred to the Principal.
2. Where there is a demand for custody of a student and legal custody is uncertain, the Principal shall:
 - 2.1 Ask the claimant to identify themselves and produce a court order or judicial statement.
 - 2.2 Inform the claimant that the student will not be released from school until the normal morning or afternoon dismissal time; and that the parent/guardian with whom the student lives will be informed that the claim for custody has been made.
 - 2.3 Notify the parent with whom the student lives that the claim for custody has been made.
 - 2.4 Attempt to bring the two (2) parties to agreement as to whom the student will be released. A school social worker or police officer may be called upon for assistance in the mediating role.
 - 2.5 If the parent with whom the student lives cannot be contacted and thus the two (2) parties cannot be brought together, then the parents/guardians may seek the assistance of the school social worker in making temporary arrangements for the child's care.
3. A record shall be kept in the school of any custody claims which may be received, including dates, times, names and demeanour of persons involved, and as much of their actual statements as it may be possible to record.
4. When deemed necessary, the Safe Schools Coordinator shall be informed by the Principal of all demands for custody which they may receive.

5. Visiting of Children by Estranged Parents

- 5.1 When a parent who is separated from their spouse and does not have custody of the child(ren), requests a visit with the child(ren) during school hours, the Principal will contact the custodial parent and obtain their consent.
- 5.2 If the custodial parent refuses permission, or cannot be contacted, the parent requesting the visit will be so informed and the visit refused.
- 5.3 If consent is obtained, the visit will take place in such a manner that abduction of the child(ren) will not be possible at any time.

6. Notwithstanding individual situations, court orders must be followed.

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

Approved: August 15, 2021

Revised:

CHILDREN PROTECTION

Background

The District believes that all students have the right to a safe supportive environment free from abuse and neglect. There is a shared responsibility on the part of all who come in contact with students to recognize and sensitively handle problems and symptoms of abuse and neglect.

The Child, Family and Community Service Act requires anyone who has reason to believe that a child has been or is likely to be at risk has legal duty to make a report to a child welfare worker or directly to the police if a child is in immediate danger.

Procedures

1. District Employees will work in active cooperation with concerned agencies. Principals shall be required to review the [BC Handbook for Action on Child Abuse and Neglect](#) in September.
2. It is the responsibility of employees to:
 - 2.1. Promptly report suspected child abuse and neglect to the appropriate agency (as per the School District protocol);
 - 2.2. Collaborate with community agencies;
 - 2.3. Support students who have been abused or neglected
3. The District will ensure that staff training in regard to prevention and response will be provided annually.

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

Approved: April 20, 2012
Revised: August 15, 2021

STUDENT ATTENDANCE

Background

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

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

Procedures

1. An accurate daily record of attendance shall be kept for each student in the student information system.
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 Secondary schools, 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 Principals 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. Initial investigation of reasons for extended student absence from school shall be the responsibility of the Principal. An annotated log is to be kept of each contact with the home.
8. The Principal shall establish procedures with students who are inexcusably absent from school or classes. These procedures are to reflect:
 - 8.1 Efforts to work directly with the student to resolve the issue;
 - 8.2 Ongoing communication and consultation with the parents concerning the attendance problem;
 - 8.3 Progressively more serious consequences for students who are persistently and inexcusably absent; and
 - 8.4 After all possible avenues of remediation have been exhausted at the school level, subsequent absences by the same student shall result in the Principal referring the matter to the Superintendent.

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

Approved: August 15, 2021

Revised:

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 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.
 - 2.1. In order to ensure adequate health and safety of students, the District will assist the Ministry of Health in providing health services throughout the District.
3. In cases where efficiencies can be realized through the provision of centralized services available to all school communities within the District, the Superintendent, will initiate, develop and/or participate in partnerships designed to improve services to students and children.
4. Procedures in working together with members of the community will be consistent with provincial policies and procedures.

Reference: Sections 9, 17, 20, 22, 65, 79, 85 School Act
Child, Family and Community Services Act
Health Act
Support Services for Schools [M149/89]

Approved: August 15, 2021
Revised:

CODE OF CONDUCT

Background

District Mission Statement

To provide students with equitable, quality educational opportunities in a safe, supportive environment through the efforts of a caring, professional team in cooperation with students, parents and communities.

Guiding Principles

We believe:

- that all students and staff have a right to learn and work in a safe, respectful and productive environment,
- a positive, productive and responsible attitude will help create strong communities,
- that everyone can learn to make appropriate choices for themselves and for others,
- that all communication needs to be based on courtesy and mutual respect,
- that diversity among students and staff is to be respected, but commonly accepted rules for conduct will apply to all. Age, maturity, cognitive ability and previous behaviour will be taken into consideration when defining unacceptable behaviour and any consequences that follow.

General Guidelines for Success

Everyone shares the responsibility of behaving in ways that will make our schools a special place where people are valued and where excellence in performance is the commonly shared goal.

Definitions

Bullying - is aggressive behaviour that may be a one-time occurrence but is most often repeated attacks:

physical, psychological, social or verbal, by those in a position of power, which is formally or situationally defined, toward those who are powerless to resist, with the intention of causing distress for their own gain or gratification.

Cognitive Abilities - the brain-based skills and mental processes that are needed to carry out any task - from the simplest to the most complex.

Combatant - a) a person who takes a direct part in the hostilities of a conflict (some forms may include: physical, armed); b) to attempt to physically harm another person or any act which reasonably places another person in fear of physical harm, e.g., threatening or abusive language.

Cyber Bullying – is overt or covert bullying behaviour using digital technologies, including but not limited to: harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces. Cyber bullying can happen at any time. It can be in public or in private and sometimes is only known to the target and to the person perpetuating the bullying.

Harassment – a) behaviour that is unwelcome or behaviour that ought to be known to be unwelcome that excludes, intimidates, or denies the right of every individual to a safe and comfortable living environment; b) behaviour based on a student’s race, sex, religion or disability that is unwelcome, unwanted, and/or uninvited by the recipient. It can be verbal, non-verbal, and/or physical and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.

Narcotics – a) the possession and/or use of illicit drugs, b) the term “narcotic” does not include prescriptions issued to the individual and/or over the counter medications that are taken according to product use recommendations and Board policy.

On Task - every adult and student have a right to teach and learn in a disruption-free environment; on task describes the individual who is actively and productively engaged in the learning opportunity provided.

Racial Hatred - happens when a person is abused or put down because of their race; by reference to colour, race, or nationality; including citizenship, ethnic and/or national origins.

Racial Stereotypes - a generalized representation of an ethnic group, composed of what are thought to be typical characteristics of members of the group; the use of racial stereotype is usually demeaning even when the characteristics might be considered positive because it tends to discount the importance and uniqueness of the individual.

Relational Aggression - also known as covert ‘secretive’ bullying and/or social aggression, is a psychological and emotional form of abuse (as opposed to traditionally overt ‘physical’ forms of bullying); it uses relationships to inflict injury upon another; it is characterized by gossip, teasing, slander and exclusion; it is very common in cyber-bullying (web sites, e-mails, and text messaging).

Restorative Justice – a) puts the emphasis on the wrong done to a person as well as on the wrong done to the community; it recognizes that crime is both a violation of relationships between specific people and an offence against everyone: the greater community; b) involves the victim, the offender and the community in search for solutions, which promote repair and possibly reconciliation.

Sexual Orientation/Gender Identity – all persons including lesbian, gay, bisexual, transgender, transsexual, two-spirit, intersex, queer or questioning persons; persons who are labeled as such, whether they are or not; and persons with immediate family members who are of a sexual orientation and/or gender minority.

Sexual Orientation/Gender Identity Hatred - any language or behaviour that deliberately degrades, denigrates, labels, stereotypes, threatens or incites hatred, prejudice, discrimination, and harassment towards students, employees, or others on the basis of their real or perceived sexual orientation and/or gender identification.

Suspension - removal of a student from the regular school program for a period not to exceed five (5) days (short-term) or for a period greater than five (5) days (long-term); during the period of suspension, the student is excluded from all school-sponsored activities including practices, as well as competitive events, and/or activities sponsored by the school or its employees.

Trafficking - any student selling drugs or alcohol during any time the school has jurisdiction over the behaviour of students will be reported to the RCMP.

Procedures

1. School Codes of Conduct

- 1.1. All schools have the responsibility to develop a Code of Conduct which will encourage acceptable and responsible student behaviour. The Code of Conduct is reviewed yearly with the participation and involvement of staff, parents and community members. Changes are made to the Code of Conduct to reflect current and emerging situations and to contribute to school safety. The Board will ensure that School Codes of Conduct contain references to [the East-West Kootenay Violence/Threat Risk Assessment Protocol](#), to the prohibited grounds of discrimination set out in Section 7 and Section 8 of the Human Rights Code, RSBC 1996, c.210, and to [District Policy 19 - Sexual Orientation and Gender Identity](#).
- 1.2. Students are required to follow all guidelines, rules and procedures while in attendance at school, during all school-sponsored activities such as field trips and extracurricular events and while riding on the school bus or waiting for the bus to arrive.
- 1.3. At the beginning of the school year and on entrance to a new school in the District, the school staff will clarify the School's Code of Conduct and any rules and procedures that apply in individual classrooms. Expectations for student behaviour will be taught and reinforced on a regular basis throughout the school year. Once the rules are discussed and understood, they will set the standards of conduct for students and staff. It is also important to remember that the school is operating within a community and within a society in general. There are common expectations for behaviour outside of the school setting that also apply while attending school.
- 1.4. Whenever possible and appropriate, consequences for breaches of a code are restorative in nature rather than punitive. This may involve Restorative Justice or other forms of restorative problem solving for minor difficulties and involve Restorative Justice or other restorative forms of problem solving in conjunction with other disciplinary approaches for more serious offenses. In all cases, the school officials may have a responsibility to advise other parties of serious breaches of the Code of Conduct, not limited to but including: parents, District officials, police and other agencies. The District will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of a Code of Conduct.
- 1.5. The following principles are universal to all schools in District and apply to every student.

2. Unacceptable Conduct

- 2.1. The District believes that student consequences for behaviour is progressive. As such, many behaviours are dealt with in various consequences based on a number of factors, including:

- 2.1.1. the student's place on a progressive discipline model,
 - 2.1.2. the severity of the individual act,
 - 2.1.3. the student's history of similar acts.
- 2.2. Unacceptable conduct includes:
- 2.2.1. theft;
 - 2.2.2. vandalism, littering or willful damage to school, staff or student property;
 - 2.2.3. tobacco use on school property;
 - 2.2.4. comments, displays or actions made to students or staff that express racial stereotypes, racial hatred, sexual stereotypes, sexual hatred, sexual orientation stereotypes or sexual orientation hatred, made directly, written or via electronic communication;
 - 2.2.5. comments, displays or actions intended to exclude, harass or discriminate based on race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental ability, sex, sexual orientation/gender identity, or age of the student or staff;
 - 2.2.6. comments, displays or actions made to student or staff, which intimidate, threaten the safety of, harass or bully, made directly, written or via electronic communication, relational aggression;
 - 2.2.7. disrespecting the rights of others to a safe, respectful and productive learning environment;
 - 2.2.8. creating a safety hazard for others (this includes student behaviour that has the potential to harm others or self, to include running in crowded areas, tripping, pushing, and not keeping hands and feet to oneself);
 - 2.2.9. instigating a fight, being a willing combatant in a fight, physically assaulting others;
 - 2.2.10. dangerous behaviour (the intention to do harm, real or implied to self or others, to include: bomb threats, inappropriate use of the Fire Alarm system, inappropriate use of the Lock Down System, inappropriate use of 911 Emergency Response);
 - 2.2.11. arson, possession of weapons, setting off fire alarms, tampering with safety equipment;
 - 2.2.12. possession, trafficking or non-medical use of alcohol or drugs.
3. Consequences for Unacceptable Conduct
- 3.1. The school will determine the specific consequences that apply, which may include any or all of:
 - 3.1.1. direction from staff
 - 3.1.2. parent conference
 - 3.1.3. detention
 - 3.1.4. Restorative Justice or other forms of problem solving
 - 3.1.5. in-school suspension

- 3.1.6. home suspension
- 3.1.7. Suspension pending a meeting with the person(s) responsible for indefinite suspension procedures. The student's educational options for the remainder of the school year will be determined during the suspension meeting. The RCMP or other outside agencies may be involved.
- 3.1.8. Exclusion of a student because of health issues, physical or mental, that would endanger students or staff at school (Section 91 of the School Act also gives a Principal, Vice-Principal, Director of Instruction or the Superintendent the authority to exclude a student because of health issues, physical or mental, that would endanger students or staff at school. The student may be excluded from school until a certificate is obtained from the school medical officer permitting the student to return to the school. If a student is removed or excluded from school, the District must continue to make available an educational program for that student. If a Principal or Vice-Principal is considering using Section 91 of the School Act consultation must occur with the Superintendent.)

4. Exclusion of Students from School

- 4.1. Under Section 85 of the School Act, the Board may refuse to offer an educational program to a student 16 years or older if that student has refused to comply with the code of conduct and / or other rules and policies of the Board or administrative school procedures or has failed to apply themselves to their studies.
- 4.2. Exclusion of a student under Sections 85 of the School Act is considered a final step in a series of consultations and progressive interventions with a student and their parents.
- 4.3. The Board may exclude a student from attendance at any District school under the provisions of Section 85 (3) of the School Act provided that:
 - 4.3.1. the student is at least 16 years of age;
 - 4.3.2. the parent is informed as soon as possible of the circumstances leading to the exclusion and of the avenues for review of the decision to exclude;
 - 4.3.3. an attempt is made to contact the parent by telephone or by personal interview and telephone or personal contact is later confirmed by letter, or if contact is not possible, by registered letter.

5. Appeal Procedure

- 5.1. A student enrolled in an educational program in the District or the parents of the student, shall be entitled to appeal a decision, including a failure to make a decision, of any employee of the District which significantly affects the education, health or safety of the student pursuant to [Board Policy 14 - Appeals Procedure Bylaw](#).

5.2. For the purposes of appeal, the decisions of the District Suspension Committee may be appealed to the Board pursuant to [Board Policy 14 - Appeals Procedure Bylaw](#).

Reference: Section 20, 22, 23, 65, 85 School Act
Freedom of information and Protection of Privacy Act
Provincial Standards for Codes of Conduct (M276/07)
Human Rights Code
Canadian Charter of Rights and Freedoms
Canadian Human Rights Act
Criminal Code of Canada

Approved: September 9, 2008

Revised: June 22, 2009; February 14, 2017; August 15, 2021

JURISDICTION OF THE SCHOOL

Background

The District supports its schools in maintaining optimum student conduct.

Procedures

1. Students are subject to the rules of the school while attending activities on school grounds in District or facilities at any time.
2. This extends to periods during which students are on field trips, extra-curricular activities or any activity under the jurisdiction of the school.
3. Action may be taken against the offending student if an incident occurs outside the school or school day which, in the opinion of the Principal, adversely affects the school, the offending student or any other student.

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

Approved: October 7, 2003
Revised: August 15, 2021

CODE OF CONDUCT FOR SCHOOL BUS PASSENGERS

Background

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

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

The District supports its schools in maintaining optimum student conduct.

Procedures

Students violating these rules may be reported to the transportation supervisor and may be suspended from riding the bus until assurance is received, in writing, from both parents and the student that these rules will be observed.

1. Bus drivers are in full charge of the school bus at all times and students must obey them.
2. Bus drivers may assign a seat for which the student is responsible. Failure to follow the bus driver's direction may result in loss of bus riding privileges.
3. Students are expected to be at their bus stop five minutes prior to scheduled bus departure time.
4. Unnecessary conversation with the driver is prohibited.
5. The District Code of Conduct is to be observed on the bus. Any disturbance which takes the driver's attention and endangers the safe operation of the bus is prohibited.
6. All school buses are District property; all District policies and administrative procedures are in effect.
7. Students must not litter the bus. Throwing anything in or around the bus is prohibited.
8. Vandalism on the bus will not be tolerated; any damage thus caused, will be charged in accordance with the provisions of the School Act.
9. Students must not extend any articles or parts of their body out the windows.
10. Students must remain seated while the bus is in motion.

11. Only those students who are regular bus students are allowed to travel, to and from school, on the school buses.
12. After having received written or verbal parental authorization, an administrative officer, after checking with the driver, may authorize students, other than regular bus students, to ride on the bus. The Principal's written authorization must be presented to the bus driver by the student.
13. Students will only be allowed to get off the bus at their regular stops unless a note from the parent is presented to the driver. Drivers will retain notes for 24 hours.
14. When leaving the bus, students are expected to follow the directions of the driver. Students must always ensure that vehicle traffic has stopped or cleared before they cross the road.
15. All buses have digital recording devices, and they may be used without warning.

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

Approved: 1997/98
Revised: August 15, 2021

POLICE QUESTIONING OF STUDENTS IN SCHOOLS

Background

There may be times when the lawful presence of police in schools is required in the pursuit of justice.

The District supports police presence in schools both in a school liaison role and under emergent circumstances as set out below.

Procedures

1. Principals are to be aware of the provisions and requirements of the Youth Criminal Justice Act and be prepared to use discretion and good judgement in carrying out this Administrative Procedure.
2. Under usual circumstances, interviews of students suspected of illegal activity are not to be held in the school. Prior to interviewing students in the school, the Principal will meet with the police officer to determine whether it is imperative to conduct the interview on school premises. If it is an emergent situation, disruption to the school and students is to be kept to a minimum.
3. A parent is to be present if the school must be used. If a parent cannot be contacted in emergent situations, the Principal may act instead. Their concern is to be the protection of a student's rights. Notes are to be taken.
4. The Principal shall inform the parent and the Superintendent as soon as possible of any actions taken under section 3, or in any case where a student is apprehended or is accused of an alleged offense.
5. A police officer may arrest a student if the officer is in possession of a warrant for such arrest or has other legal authority to make such an arrest.
6. The Principal shall inform the parent of an arrest of a student as soon as practical following the arrest.
7. When in possession of a search warrant, a police officer may conduct a search of the school and/or its storage areas or devices.
8. In facilitating police access to student witnesses, victims and suspects in a school-related investigation, the Principal is exercising their authority for school purposes.

9. The RCMP school liaison officer is authorized to discuss police matters with students at the school except when the student(s) is suspected of illegal activity pursuant to section 2.

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

Approved: August 15, 2021
Revised:

SEARCHES OF STUDENTS

Background

The District is committed to providing a safe and caring school environment. A positive and effective learning environment provides for the safety and security of all students. Searches by school authorities as a means to achieve this objective are authorized for the purposes of eliminating the possession of controlled substances, stolen property and any object or material that may pose a risk or hazard to students or staff within a school or on property owned or leased by the District. Searches will be conducted in a manner that ensures the rights of the student are protected.

Procedures

1. School lockers and any school furniture or fixtures capable of being used for storage will be available to students on the condition that the Principal reserves the right to search at any time without notice.
2. The Principal will communicate to students and parents on an annual basis that searches may occur without notice under the direction of the Principal. Principals will clarify with students/parents that students only acquire the right to use a locker and a lock. The locker remains the property of the District. The lock may be removed by the Principal for the purposes of conducting a search. If the lock, following removal, is damaged and no longer functional, a replacement lock will be provided to the student at no cost following the completion of the search.
3. Students shall be advised at the beginning of each school year and/or at the time they are assigned a locker of the following conditions of use:
 - 3.1. Students are responsible for the locker which is assigned to them (Form 353-1), and no other person may use the locker without permission of the Principal.
 - 3.2. Student locks and combinations must be registered at the office.
 - 3.3. No illegal substances, weapons or other prohibited or offensive material are to be placed or displayed in school lockers.
 - 3.4. School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school procedures and rules.
 - 3.5. Permission to use a locker may be terminated where a student does not comply with the conditions of use, school procedures or rules.
4. The Principal shall assess any information provided and relate it to the situation in their school to determine if reasonable grounds are present to justify a search. The following may constitute reasonable grounds:
 - 4.1. Information received from a teacher or other staff member

- 4.2. Information received from one (1) or more students considered to be credible
- 4.3. Information received from a member of the public considered to be credible
- 4.4. Information from the Principal's own observations
5. During any locker search, the Principal and at least one (1) other adult shall be present and ensure that any potential gender concerns are addressed. When practicable to do so, the Principal shall have the student present when a locker, desk or other assigned storage facility is searched.
6. When the search reveals evidence of suspected illegal activity, the Principal shall immediately secure the locker or other storage facility by any means considered advisable, including the use of a different lock, and immediately contact the local police. In such instances, the Principal shall also inform either the Superintendent or Safe School Coordinator.
7. The Principal shall record, in writing, the reasons for conducting the search, the result of the search and any action taken as a result. The identity of any informant(s) shall be kept confidential.
8. When there are reasonable grounds to believe that school procedures or rules, administrative procedures or District policies have been violated, the Principal may direct a student to satisfy that they are not carrying, concealing or in the possession of prohibited materials. School personnel may not conduct a physical search of a student.
 - 8.1. The Principal will take the student to a private area to conduct a search of articles carried with, by, or on the student's person.
 - 8.2. The Principal shall ensure that at least two (2) adults are present during the search and shall ensure that gender concerns are addressed.
 - 8.3. The Principal may direct a student to empty their pockets or otherwise satisfy that clothing or other items in the student's possession does not contain or conceal prohibited materials.
 - 8.4. In the event that a physical search of the student's person is deemed necessary, the police shall be called in and the parents shall be notified.
 - 8.5. In the event that the student refuses to cooperate with the search and/or leaves the designated private area or school without permission to do so, the police shall be called in and the parents shall be notified. The Principal shall interpret this action on the part of the student to be willful disobedience and may suspend the student.
 - 8.6. When the search reveals evidence of suspected illegal activity the Principal shall require the student to remain, under supervision, in a private area and immediately contact the police.
 - 8.7. The Principal shall record, in writing, the reasons for conducting the search, the result of the search and any action taken as a result. The identity of any informant(s) shall be kept confidential.
 - 8.8. The Principal shall, when practicable to do so, inform and/or consult with the Safe School Coordinator regarding searches conducted under section 8.

9. The Principal shall ensure that students and parents are aware of, at minimum, the following:
 - 9.1. Clear statements that lockers, desks, school furniture or fixtures capable of being used for storage are the property of the District
 - 9.2. A clear statement that District property is subject to inspection or search at any time.
 - 9.3. The requirement that one (1) principal or vice-principal and at least one (1) other adult are present for any search and shall ensure that gender concerns are addressed.
 - 9.4. The consequences of not cooperating with a search
 - 9.5. No searches of the student's person by school personnel are permitted
 - 9.6. The situations that may require police involvement

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

Approved: May 4, 2004
Revised: October 14, 2014; August 15, 2021

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

Background

The District is responsible for maintaining a safe and secure environment for students and staff. The District recognizes its responsibility to deal with students in a manner which is similar to that of a kind, firm and supportive parent. In order to meet these responsibilities, the District accepts that in emergency situations where the physical actions of a student threatens to cause harm to self, others, it may be necessary to physically restrain or seclude the student.

The District requires all school staff members to be provided opportunity to participate in training in positive behaviour interventions and supports and de-escalation techniques. All specialized staff will be provided the opportunity to participate in training regarding the use of physical restraint and seclusion that will only be used only in emergency situation and not as a form of treatment or regular action.

The District requires that parents and, where appropriate, students are offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.

The District requires that in any instance where physical restraint and seclusion of a student occurs, it is to be documented and provided to the Superintendent. Principals will record incidents of physical restraint and seclusion, or the use of 'time out' outside of a classroom and submit that data to the Superintendent upon request.

The District requires prevention/intervention strategies to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual.

The District requires regular review of the physical restraint and seclusion procedures to ensure alignment with current research and practice.

Definitions

Behaviour - the actions by which an individual adjusts to his or her environment. It is commonly understood that behaviour is communication. It is the impact of the behaviour that dictates whether a behaviour is negative or positive.

Understanding that behaviour is communication, the purpose of these procedures is to promote a response that protects both the individual and others' safety and well-being.

Immediate Danger – is a present danger that is next in order and not separated by space or time.

Imminent Danger – is an anticipated danger that is likely to happen, is impending, and is separated by space or time. This impending danger could be one hour, one day, or an unknown time away but is still imminent.

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

The provision of a physical escort, i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint.

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

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

Behaviour strategies, such as 'time out', used for social reinforcement as part of a behaviour plan, are not considered 'seclusion'.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space.

The term seclusion does not apply when a student has been assigned to a different/secluded location/space in the case of an in-school suspension. It is recognized that while a student is in an in-school suspension, the student will be placed in a setting that is supervised by a school staff member.

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

Time-out is only one option along a continuum of behaviour interventions supporting behaviour change. Time-out can be implemented on several different levels, ranging from quiet time in the regular classroom to a time-out room in the school.

Typically, time-out is used in tandem with positive interventions that can maximize student learning and assist in the acquisition of replacement behaviours.

Procedures

1. District staff will employ the following procedures regarding the use of physical restraint and seclusion:
 - 1.1. Physical restraint and seclusion are used only in exceptional circumstances where a student is in immediate danger of causing harm to self or others.
 - 1.2. Where a student's behaviour could cause harm to self or others, restraint or seclusion may be required until such time as the immediate danger of serious harm to self or others has dissipated.

- 1.3. Physical restraint and seclusion procedures are used only as emergency, not treatment procedures. Neither physical restraint nor seclusion procedures are used as punishment, discipline or to force compliance.
- 1.4. It is expected that school personnel will implement positive behaviour supports and interventions, behaviour plans, emergency or safety plans, and other plans to prevent and de-escalate potentially unsafe situations.
- 1.5. Parents and, where appropriate, students will be offered opportunities to be consulted in the development of positive behaviour supports and interventions, behaviour plans, emergency or safety plans.
- 1.6. Training sessions in positive behaviour support planning, non-violent crisis intervention, conflict de-escalation techniques, and safety planning will continue to be offered to school personnel on a regular basis.
- 1.7. School personnel who work directly with a student in situations where there is a potential for immediate danger of serious physical harm to the student or others, and where they may be required to respond to an individual whose behaviour is presenting a danger to self or others, are expected to have been trained in crisis intervention and the safe use of physical restraint and seclusion.
- 1.8. Recurring practice of restraint or seclusion is not to be common practice in any student's educational program. Prevention/intervention strategies are to be reviewed and revised in situations where: repeated use of physical restraint and seclusion for an individual student occurs; multiple uses of physical restraint and seclusion occur within the same classroom; or, physical restraint and seclusion is repeatedly used by an individual.
- 1.9. Physical restraint or seclusion is never conducted in a manner that could, in any way, cause harm to a student, i.e., never restricts the breathing of a student; never places a student in a prone position (i.e., facing down on their stomach) or supine position (i.e., on their back, face up); never employs the use of mechanical devices.
- 1.10. Any space used for the purpose of seclusion will not jeopardize the secluded student's health and safety.
- 1.11. Any student placed in seclusion will be continuously visually observed by a school staff member who is physically present throughout the period of seclusion. This school staff member must be able to always communicate with the student in the student's primary language or mode of communication. All health and safety policies and/or procedures, including WorkSafeBC regulations, will be followed.
- 1.12. Each incident involving the use of physical restraint or seclusion will include the following actions subsequent to an incident:
 - 1.12.1. Notification to the Principal as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred. Upon receipt of such notification, the Principal will complete the Report of Physical Restraint and/or Seclusion District form ([Form 354-1](#)).
 - 1.12.2. Notification, by the Principal, to the student's parent(s) as soon as possible/always prior to the end of the school day on which the incident has occurred.

- 1.12.3. Notification by the Principal to the Safe Schools Coordinator as soon as possible after an incident and always prior to the end of the school day on which the incident has occurred.
 - 1.12.4. The Safe Schools Coordinator will notify the Superintendent, and where appropriate, other District staff as soon as possible after an incident has occurred.
 - 1.12.5. A debriefing is to be scheduled involving school personnel, parents of the student, and wherever possible, with the student – to examine what happened/what caused the incident, and what could be changed, i.e. preventative and response actions that could be taken in the future, to make the use of physical restraint or seclusion unnecessary.
- 1.13. The District will review these procedures on a regular basis to ensure alignment with current research/practice and to ensure alignment with guidelines issued by the Ministry of Education.

2. Planning and Management of Student Behaviour

- 2.1. There is a continuum on which student behaviour is planned for and managed. Many of these happen at the classroom and school office level. In cases where a student's behaviour has been negative over time, occurs in more than one setting and requires moderate or intensive behavioural support, the student's educational planning will involve the following:
 - 2.1.1. an Individual Education Plan (IEP) outlining the student's learning outcomes, required learning support services, and instructional and assessment methods, and
 - 2.1.2. a formal positive behaviour support plan describing positive behaviour intervention supports and conflict de-escalation procedures.
- 2.2. Additionally, where the student's behaviour could potentially cause harm to self or others, the student's educational planning will also include:
 - 2.2.1. a Staff Response Plan detailing safety (emergency) procedures regarding the use of physical restraint and seclusion and confirming the opportunity for formal training of school personnel.

Reference: Sections 6, 7, 17, 20, 22, 65, 85 School Act
Civil Rights Protection Act
Human Rights Code
Youth Criminal Justice Act
WorkSafe BC Regulation
ERASE Level 1, 2, 3 Pullouts
Provincial Guidelines – Physical Restraint and Seclusion in School Settings
Safe, Caring, Orderly Schools
Special Education Services – A Manual of Policies, Procedures and Guidelines

Approved: February 14, 2017
Revised: August 15, 2021

STUDENT SUSPENSIONS

Background

Every student has the responsibility to comply with Administrative Procedure 350 - Code of Conduct, school codes of conduct and applicable school rules and the Administrative Procedures of the District.

In those unfortunate situations where a student's conduct necessitates the suspension of the student's right to participate in school or school-related activities, principals or vice-principals are authorized to suspend students in accordance with the provisions of the School Act, Board policy and District administrative procedures.

Suspension is a serious consequence used in order to address unacceptable student conduct and/or to ensure a safe school environment for students and staff.

Procedures

1. General

- 1.1 Principals or Vice-Principals shall ensure that students and parents are aware of Administrative Procedure 350 - Code of Conduct and the school code of conduct.
- 1.2 The unacceptable student behaviour is to be documented and include dates of incidents, preventative/remedial actions taken by the staff, interview notes of individuals interviewed in the course of investigating the incident and documentation of any communications that have taken place between the home and the school.
- 1.3 All student suspensions shall be documented in a letter of suspension to the parent. Suspensions in excess of five (5) school days require a copy of the suspension letter to be provided to the appropriate Director of Instruction.
- 1.4 The Principal or Vice-Principal shall determine the location of where the suspension shall be served.
- 1.5 During the duration of an out of school suspension, a student may not enter the school building, property or interfere with the operation of the school, nor may the student participate in any school-related activity or event (e.g., athletic competition, spectating at a school event, school dance, etc.) unless express permission has been given by the Principal.
- 1.6 Instructional materials shall be provided for students on suspension. The student is expected to continue their studies while under suspension. Upon return to school the student's progress and/or behaviour shall be monitored, and support services shall be provided if deemed necessary by the school in consultation with the parents.

2. Student Suspensions of Five (5) or Fewer Days

- 2.1 The Principal or Vice-Principal shall discuss the reasons for the student's suspension and duration with the parents. The need for a re-entry meeting shall also be discussed and arranged. Provisions for the ongoing education of the student shall also be discussed.
 - 2.2 The Principal or Vice-Principal shall follow with a letter of out of school suspension, which shall include:
 - 2.2.1 Reasons for suspension
 - 2.2.2 Reference to the School Act (Section 85), Administrative Procedure 355 - Student Suspensions
 - 2.2.3 Any previous behaviours related to the incident and preventative/remedial actions taken by the school where applicable
 - 2.2.4 The date/time/location of the re-entry meeting and any conditions determining the student's return to school
 - 2.2.5 Provisions for the ongoing education of the student while on suspension
 - 2.3 A copy of the suspension letter will be placed in the Student File and entered into the student information system.
 - 2.4 The Principal or Vice-Principal shall convey all documented information about the incident to the parents and a plan for the student's readmission to school shall be established.
 - 2.5 If it is deemed necessary to alter the suspension, the Principal or Vice-Principal shall consult with the Director of Instruction (where appropriate) as well as consult with the parents and other school and District staff as warranted under the circumstances.
3. Student Suspensions in Excess of Five (5) School Days
 - 3.1 Suspensions over five (5) school days requires consultation with the appropriate Student Learning.
 - 3.2 Suspensions over five (5) school days for students with identified special needs requires consultation with the Director of Student Learning.
 - 3.3 Suspensions over five (5) school days shall not be considered for students in Kindergarten through to Grade 6 without prior consultation with the Director of Student Learning.
 - 3.4 After consultation as noted in clauses 3.1 – 3.3 above, the procedures outlined in section 2 will apply.
 - 3.5 If, after consultation with the appropriate Director of Instruction, it is deemed necessary to convene a Disciplinary Hearing the parents will be informed by the Office of the Director of Student Learning of the date/time/location of the hearing. The Disciplinary Hearing will be chaired by the Director of Student Learning. The Principal and/or Vice-Principal, student and parent(s) will attend the hearing. Additional invitees may include an advocate for the student/parents, community and District professionals where appropriate. Following a Disciplinary Hearing the Director of Student Learning will inform the Principal and parents of the decision regarding the length of suspension and any other conditions that impact the student's return to school.
 - 3.6 Following a Discipline Hearing decision, the Director of Student Learning will send a letter to the parent outlining the decision and reasons for the decision. Parents will

also be informed of their right to appeal as per [Board Policy 14 – Appeals Procedure Bylaw](#).

4. Student Suspensions in Excess of Fifteen (15) School Days (Discontinuation of Programming for Students)
 - 4.1 Suspensions in excess of fifteen (15) school days requires review and approval of the Board.
 - 4.2 The Director of Student Learning shall inform the parents that the matter cannot be resolved and will be referred to the Board for consideration.
 - 4.3 The Superintendent shall arrange for the Board to hear the matter.
 - 4.4 The decision of the Board will be communicated to the parent by the Superintendent. This shall be done initially through telephone conversations followed by a letter to the parent. The parent will also be informed of their right to appeal to a Superintendent of Achievement in accordance with the provisions of the School Act.

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

Approved: August 15, 2021

Revised:

SUBSTANCE ABUSE

Background

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

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

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

Procedures

1. The District will:
 - 1.1. Provide students with age-appropriate instruction on the prevention of substance abuse;
 - 1.2. Encourage and support the identification of and early intervention into problems of substance abuse by students through utilization of school as well as community resources;
 - 1.3. Provide fair and equitable response procedures and consequences regarding substance related infractions;
 - 1.4. Provide continued support for the services provided by school-based student services personnel;
 - 1.5. Provide in-service for principals, vice-principals, counsellors and teachers regarding implementation of the Administrative Procedure 356 - Substance Abuse.
2. All employees of the District share responsibility for increasing their awareness and knowledge of:
 - 2.1. Administrative Procedure 356 - Substance Abuse;
 - 2.2. The incidence and identification of substance abuse; and
 - 2.3. Their duty to report all cases of substance abuse to the Principal.

3. Staff will encourage, model and teach students to develop attitudes and effective life skills that promote healthy decisions. The curricula for teaching substance abuse prevention are prescribed in “Physical and Health Education” K to 10. In addition, the District supports other school and community initiatives such as the DARE (Drug Awareness Resistance Education) Program and the Assets for Youth initiative which may be available. The objectives of preventive curricula are:
 - 3.1. To promote positive self-worth and personal confidence in students;
 - 3.2. To help students differentiate between the medicinal and harmful use of drugs;
 - 3.3. To help students develop effective decision-making, communication and refusal skills;
and
 - 3.4. To promote healthy alternatives to mood altering substances.
4. The District will provide appropriate support and intervention within its resources to students who possess/use and/or abuse drugs and alcohol. The focus will be the early identification of at-risk students who display irregular behaviour, inappropriate decision-making and declining personal performance. Intervention will be made available to at-risk students and/or first-time offenders by counsellors or community agencies, as appropriate. Positive and confidential help will be given to students who voluntarily seek assistance in overcoming substance abuse and problems.
5. When, in the course of their duties, any District staff member has reason to believe that any student is in direct or indirect possession of any substance as defined above, it is the duty of that staff member to refer the matter to the appropriate school principal, vice-principal and/or teacher in charge.
 - 5.1. Indirect possession would include having another person store or possess the substance.
6. When a school principal or vice-principal has reason to believe that a student, while attending school or involved in an official school function, is in possession or is under the influence of a substance as defined above, it is the duty of the principal to:
 - 6.1. Ensure the personal safety of the student and others;
 - 6.2. Determine an appropriate course of action. This may include disciplinary processes and/or the development of an intervention and support plan as appropriate.
 - 6.3. Dependent on the individual circumstances and the age and grade of the student, the principal will consider the following in the development of an appropriate plan of action in consultation with counsellor(s) and parents:
 - 6.3.1. Referral to school-based Youth Worker, Aboriginal Education Support Worker or Counsellor (where available);
 - 6.3.2. Referral to community agencies;
 - 6.3.3. Suspension of five days or less, or suspension and referral to the District Discipline Committee; and
 - 6.3.4. Notification of police when deemed appropriate by the Principal.

7. When any staff member feels a student's substance use or other risk factors may put the student at extreme risk of harm, it is their duty to report the concern to the Ministry for Children and Family Development – Children Protection Branch.

8. Consequences

8.1. The possession, consumption/use, sale or distribution of alcohol or drugs at school functions or while under the jurisdiction of the school will result in appropriate consequences pursuant to Administrative Procedure 350 - Code of Conduct, Administrative Procedure 162 - Tobacco, Cannabis and Vapour Free Environment, and/or Administrative Procedure 355 - Student Suspensions. These may include suspension or expulsion, referral to community agencies, and notification to the RCMP.

9. Drug Trafficking

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

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

Approved: August 15, 2021

Revised:

STUDENT VANDALISM

Background

When a student has been identified as having caused loss, damage or destruction of any school property, or when a student caused mischief or any other act resulting in financial cost to a school or the District, the student and/or parent will be held liable, and steps will be taken by school and/or District administration to recover costs of such loss, damage or destruction of any school property, or financial cost of mischief or any other act.

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

Procedures

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

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

Approved: August 15, 2021

Revised:

ASSESSMENT

Background

The District believes that the primary goal of student assessment and evaluation is to provide authentic information to be used in making decisions about students' educational needs and to improve instruction.

The District Assessment process, complementing the Provincial Learning Assessment Program and school-based evaluation programs, will be based on the British Columbia curriculum.

Procedures

The following Guiding Principles and Standards of Fair Student Assessment provide a vision of how assessment literate educators develop and implement successful assessment practices at the classroom, school and District level.

1. Guiding Principles

- 1.1. The primary purpose of assessment is to improve student learning.
- 1.2. Assessment practices are fair and equitable for all students.
- 1.3. Communication about assessment is ongoing, clear and meaningful.
- 1.4. Professional development and collaboration support assessment.
- 1.5. Partners in education are involved in the assessment process.
- 1.6. Assessment practices are regularly reviewed and refined.
- 1.7. Effort marks are separate from academic assessment marks.

2. Standards of Fair Student Assessment

- 2.1. Provide all students with appropriate, multiple and varied opportunities to demonstrate the knowledge, skills, attitudes and behaviors being assessed.
- 2.2. Inform students in advance of the basis and criteria for assigning letter grades or proficiency standards.
- 2.3. Use methods that are appropriate for and compatible with the purpose and context of the assessment.
- 2.4. Minimize/control all relevant sources of bias and distortion that can lead to inaccurate assessment.
- 2.5. Demonstrate that the procedures for judging or scoring performance are consistently applied and monitored.
- 2.6. Collect sufficient information to make informed decisions.

- 2.7. Provide communication that is clear, accurate, and of practical value to the parties for whom they are intended.
 - 2.8. Use assessment results to make decisions about program and instruction.
 - 2.9. Align assessment with the content learning standards and curricular competency learning standards specified in the Provincial Curriculum, Performance Standards, or the student's Individual Education Plan (IEP).
3. The Guiding Principles and Standards of Fair Student Assessment defined in this Administrative Procedure support those articulated in Ministry directives such as the following:
 - 3.1. Ministry of British Columbia Curriculum
 - 3.2. Ministry of British Columbia Performance Standards

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

Approved: August 15, 2021

Revised:

PLACEMENT OF STUDENTS IN SCHOOL

Background

The District believes in equal opportunity and equal access to the best possible education in a supportive, positive, and challenging environment.

Grade placement shall be the responsibility of the Principal and shall be based on general achievement, consideration being given to the mental, physical, emotional, and social maturity of the child. In general, students transferring into the District will be placed in the same grade level as in the school from which they transferred, but children transferring, as well as continuing students, may be placed in the grade most suitable as determined by the Principal.

Students generally take 13 years to graduate from secondary school. In the primary years, students should not repeat a year. In Grades 4 to 12, the decision to advance or repeat a grade or course will be made based on measurable data and assessments and made in the best interest of the student by the teachers, parents, and Principal. Final responsibility for deciding appropriate student placement (grade assignment and program) rests with the Principal.

If a parent disputes their child's grade placement, the parent shall have the right to appeal under Section 11 of the *School Act*.

Procedures

1. Promotion

Most students achieve the subject and grade or course expectations each year and progress with confidence to the next grade or course level. Where areas of concern remain at the end of the school year, these should be identified, so that the receiving teacher can make appropriate learning plans for individual students early in the next year.

2. Promoting with Intervention

As soon as a student shows signs of not meeting expectations, intervention is to begin by clearly identifying the problem and setting out a plan of action by the School Based Team (SBT).

- 2.1 In cases where a student is identified as a Ministry-designated special needs student, an IEP will be developed.
- 2.2 Where the student is not eligible for an IEP, a SSP will be developed. appropriate intervention strategies will be planned and may include one or more of the following:
 - 2.2.1 Individualized instruction provided by the classroom teacher, student services teachers, or support staff;
 - 2.2.2 Extra help at home provided by parents;
 - 2.2.3 Computer-managed/assisted learning;

- 2.2.4 Distance learning;
- 2.2.5 Before- and after-school programs;
- 2.2.6 Adult, student, or teacher mentors;
- 2.2.7 Peer or cross-age tutoring;
- 2.2.8 Community or workplace programs.

3. Retention with Additional Intervention

There may be special circumstances, in the judgment of both the parents and the Principal, where retention is in the student's best interest.

It is important to recognize that retention affects the student socially, emotionally, and educationally.

The following procedures will prevail when considering an elementary student for retention for a second year at any grade level if there have been interventions first. The best interests of the student must be the paramount principle underlying any such decision. Nothing in these procedures shall be taken as rigid and unchangeable when it conflicts with the student's best interests.

- 3.1 Retention will be considered only when, after the student has previously been brought forward to the SBT, interventions have been put in place and the team still has concerns, in the opinion of the SBT, and parents have been notified of the concerns. There also needs to be a potential for measurable growth to occur during an extra year in a grade level.
- 3.2 No student shall be retained more than once in the elementary years. Any exception to this procedure is to be made only after consultation with the Director of Student Learning
- 3.3 Parental support for the recommendation shall be considered a vital factor in a decision on any case.
- 3.4 When retention is being considered, after interventions have been put into place and there is not a change in progress, parents shall be notified as soon as possible. Parents shall also be notified officially in this sequence:
 - 3.4.1 At the time the second report card is issued the parents shall be advised by direct contact by the Principal and by including a statement on the report to the effect that the student is a possible candidate for retention.
 - 3.4.2 The SBT gathers data from observations and assessments.
 - 3.4.3 Student Services Coordinator facilitates a meeting with all partners to complete the appropriate forms and set into action any further assessments.
 - 3.4.4 The Principal consults with the Director of Student Learning.
 - 3.4.5 SBT decides the action that in the best interest of the student.
 - 3.4.6 After Steps 2.4.1 – 2.4.4 are completed, the Student Retention Report form ([Form 361-1](#)) is completed. A copy is provided to the Principal, the parent and the student cumulative file. After a SBT meeting held in April or May, the Principal must make the final decision and informs the parent of that decision, as per the School Act.
 - 3.4.7 The Parent Consent Form ([Form 361-2](#)) is completed. A copy is provided to the

Principal, the parent and the student cumulative file.

- 3.4.8 The Principal informs the Director of Student Learning of the final placement decision.
- 3.4.9 The final report card will state that the student shall be retained in the same grade.
- 3.5 Parents may request that their child be retained by making a written submission. To provide appropriate consideration the parents should notify the principal no later than February.
 - 3.5.1 The ultimate responsibility for making a decision on a student being considered for retention rests with the Principal. If the parents disagree with the decision, they may use the District appeal process.
- 3.6 A student who has been retained in a previous year may later be advanced to an age-appropriate grade level on the recommendation of a SBT and parent approval.
- 3.7 Where a decision is made to retain a student, alternative materials and instructional strategies should be identified to address previous areas of difficulty.
 - 3.7.1 In cases where a student is identified as a Ministry-designated special needs student, an individualized education plan (IEP) is in place, the IEP will be updated with additional planned interventions.
 - 3.7.2 Where the student is not eligible for an IEP, a Student Support Plan (SSP) will be developed. The retention will not simply be a repeat of the prior grade.

4. Acceleration

In a few cases where students are clearly advanced in their learning and when the students' growth cannot be supported in the age-appropriate grade, acceleration may be considered.

- 4.1 At a Principal's request, after consulting with the teacher and parent, a SBT meeting will be called to discuss the student's needs and learning style. Items to be considered at the school-based meeting will include:
 - 4.1.1 Information from the classroom teacher, student services teacher, Principal, parent and Student Services Coordinator.
 - 4.1.2 Testing, at the school and District level.
 - 4.1.3 A review of the present IEP and strategies currently in place.
 - 4.1.4 The recommendations of the SBT shall be considered by the Principal.
 - 4.1.5 Parental support for the recommendation shall be considered a vital factor in a decision on any case.
- 4.2 An IEP (Individual Education Plan) will be updated or a new one written.
- 4.3 Where the student is not eligible for an IEP, a SSP will be developed with appropriate support strategies.
- 4.4 If the recommendation for acceleration occurs at the end of the school year, the final report will state that the student is being accelerated.

4.5 Where a student becomes a candidate for acceleration, the Principal of the receiving school shall be involved in any decision to advance a student two grade levels into a middle, or secondary school.

Reference: Sections 17, 20, 22, 65, 79, 85, School Act
School Regulation 265/89
Permanent Student Record Order MO82/09
Required Areas of Study Order MO 295/95
Student Learning Assessment Order M60/94
Student Progress Report Order MO191/94
K-12 Education Plan and Guidelines for Student Reporting

Approved: August 15, 2021
Revised:

Administrative Procedure 361 Appendix A

Form 361-1

STUDENT RETENTION REPORT

Please note - before this report can be considered the student needs to have been brought forward to school based team and interventions put in place.

Student's Name: _____ Grade: _____

Age: _____ Birthdate: _____ Sex: _____

Parent's Name: _____ School: _____

Teacher's Name: _____

Siblings	Grade in School
_____	_____
_____	_____
_____	_____

Dominant (Primary) Language of Student: _____

Vision Problem: _____ Describe: _____

Hearing Problem: _____ Describe: _____

Speech/Language Problem: _____ Describe: _____

Diagnosed Learning Disability: _____ Describe: _____

A. School Staff Observations:

Academic Achievement (grade level)	Comments
Reading Level _____	_____
Math Level _____	_____
Language Level _____	_____
Written Work _____	_____

B. Observation and Assessment Results:

Date Assessment Completed: _____

Light's Retention Scale (attached completed scale): _____

(Reference: Light, Wayne H.: **LRS Light's Retention Scale 1998 Edition Manual**, Academic Publications, Novato, California, 1998)

Attach copies of psychological evaluation if applicable. _____

C. Previous Interventions to Assist Student:

	Current Year	Previous Year
Classroom Interventions	_____	_____
Student Services	_____	_____
Speech and Language Therapy	_____	_____
Youth Care Worker Support	_____	_____
Aboriginal Education Support Worker	_____	_____
Education Assistant Support	_____	_____
Occupational Therapy	_____	_____
Physiotherapy	_____	_____
Other	_____	_____

Comments:

D. Parent Participation:

1. Describe parents' perceptions and concerns: _____

2. Number of parent-teacher conferences this year: _____

Describe the result of the conferences: _____

E. Steps for Retention Consideration from AP 361:

Date

1. Principal and/or parent suggest possibility of retention for the child. _____
2. Principal ensures interventions were put in place prior to consideration of retention _____
3. Principal formally informs parent of the consideration of retention _____
4. The SBT gathers data from observations and assessments _____
5. Student Services Coordinator facilitates a meeting of all partners and completes the Light's Retention Scale, completes the appropriate forms and set into action any further assessments _____
6. The Principal consults with the Director of Student Learning _____
7. School Based Team and parents make the final decision about the best placement for the child _____
8. This Student Retention Report form is completed and copies distributed. _____
9. A copy is provided to the Principal, the parent and the student cumulative file. After a SBT meeting held in April or May, the Principal must make the final decision and informs the parent of that decision, as per the School Act _____
10. The **Parent Consent Form** is completed. A copy is provided to the Principal, the parent and the student cumulative file. _____
11. Principal sends notification of the decision to the Student Services Coordinator and Director of Student Learning. _____

F. Recommendation:

- Promotion with Intervention
- Grade Retention with Intervention

G. Factors Supporting Recommendation:

Chair of SBT
Signature

School Principal
Signature

Classroom Teacher
Signature

Approved: May 2012;
Revised: August 15, 2021

Administrative Procedure 361 Appendix B

Form 361-2

PARENT CONSENT FORM – STUDENT RETENTION

Student: _____ School: _____

I agree with the School Based Team recommendation that _____ be retained in Grade _____ for the _____ school year.

Stakeholders consulted (print names):

Parent/Legal Guardian _____
Teacher _____
Student Services Teacher _____
Student Services Coordinator _____
Principal _____

Parent/Guardian Statement (use back of page if needed).

Parent Signature _____ Date _____

Principal Signature _____ Date _____

Cc: Parent
Principal
Student Cumulative File
Superintendent

Approved: May 2020
Revised: August 15, 2021

BRITISH COLUMBIA SCHOOL COMPLETION (“EVERGREEN”) CERTIFICATE

Background

The British Columbia Ministry of Education outlines the requirements for graduation in BC schools. Students complete grade 12 meeting the BC core curriculum requirements and thus receive the Certificate of Graduation (Dogwood Diploma).

Some students may be unable to meet the Dogwood Diploma graduation requirements due to their disabilities and diverse abilities and follow the path of school completion working towards an Evergreen Certificate.

The School Completion (“Evergreen”) Certificate is intended to celebrate success in learning that is not recognized in a Dogwood Diploma. It is used to recognize the accomplishments of students with disabilities and diverse abilities and an Individual Education Plan, who have met the goals of their education program, other than graduation. The Evergreen Certificate is not a graduation credential; students who receive an Evergreen have not graduated. It is important that students and their parents clearly understand that the Evergreen represents the completion of personal learning goals but does not represent graduation.

For students pursuing an Evergreen Certificate, their education program should enable them to meet their individual learning goals. Accordingly, they must have an IEP that indicates their personal education goals, how the goals will be achieved, and on-going monitoring and assessment to know when the goals have been met and an Evergreen Certificate can be issued. Parents and, wherever appropriate, the student are to be provided an opportunity to be consulted about the preparation of the IEP.

Students receiving an Evergreen Certificate will walk across the stage at convocation, celebrating their success.

Procedures

1. Principals of schools with grade 10, 11 or 12 students are responsible for making this Administrative Procedure available to parent(s)/guardian(s).
2. The official decision to put a student in an Evergreen Program shall not be made prior to Grade 10 and must include the informed consent of the student’s parent(s)/guardian(s). The Principal will ensure the following:
 - 2.1. The student is on an IEP.
 - 2.2. A meeting has been convened with the parent, SBT and classroom teacher and a decision made about initiating replacement curriculum.

- 2.3. The Letter of Understanding Regarding BC School Completion Certificate (Evergreen Certificate) And Replacement Curriculum ([Form 362-1](#)) shall be completed before a student starts using replacement curriculum.
 - 2.4. The Letter of Understanding ([Form 362-1](#)) shall be reviewed and renewed yearly – usually at the IEP meeting or near the beginning of the year.
 - 2.5. For students entering a replacement curriculum midway through the school year the same process must be followed.
 - 2.6. The Evergreen Program is indicated in the Student Learning Plan as well as in the Student Information System (program of study).
3. Early placement on a Replacement Curriculum/need for a Letter of Understanding (Form 362-1) is most applicable to students who are Physically Dependent (Category A) or have a Moderate to Severe Intellectual Disability (Category C).
 - 3.1. As early in the student's educational career as possible, the school should initiate a conversation with the parent(s)/guardian(s) regarding the best program of study for their child (this often starts in the Primary years). Diagnosis that supports these designations are often unchanging and require significant functional academic planning and instruction for the student. The Letter of Understanding can frame the discussion and a signature is required initially. The agreement to remain on replacement curriculum should be visited regularly through the IEP process.
 4. At times, students with a Mild Intellectual Disability (Category K) may be placed on replacement curriculum with a Letter of Understanding ([Form 362-1](#)) being completed for some or all their courses under the following circumstances:
 - 4.1. The student has received differentiated and strength-based instruction and the student's performance has moved well below the grade level of the standard provincial curriculum.
 - 4.2. Is often done in late elementary years or in middle/secondary years.
 - 4.3. In consultation with the student, parent(s)/guardian(s), SBT and classroom teacher.
 - 4.4. Reviewed annually, before the replacement curriculum is initiated.
 5. A student may be placed on replacement curriculum for some or all their courses with a Letter of Understanding ([Form 362-1](#)) being completed for the following circumstances:
 - 5.1. The student is not ready to receive grade level academic instruction.
 - 5.2. Where the primary focus of education is to connect the student to the school facility and staff.
 - 5.3. Where the school needs to focus on social emotional learning prior to student accessing grade-level curriculum.
 - 5.4. In consultation with the parent(s)/guardian(s), SBT and classroom teacher.
 - 5.5. Reviewed annually, before the replacement curriculum is initiated.

Reference: Sections 20, 22, 65, 85, 177 School Act
 Ministerial Order 164/96 Student Credentials Order
 Human Rights Code
 Workers' Compensation Act
 Occupational Health and Safety Regulation
 Canadian Human Rights Act

Approved: August 15, 2021

Administrative Procedure 362 Appendix

Form 362-1

LETTER OF UNDERSTANDING REGARDING BC SCHOOL COMPLETION (EVERGREEN) CERTIFICATE and REPLACEMENT CURRICULUM

Student: _____ Grade Level: _____ Date of discussion: _____

School: _____ Designation: _____ Date of IEP: _____

This letter acknowledges a conversation between the student, the parent(s) (or legal guardian(s)) and school personnel occurred to discuss BC School Completion (Evergreen) Certificate.

- The Evergreen Certificate is provided if the student is a student with special needs who has an IEP and who is enrolled in an educational program that is not designed to meet the graduation requirements set out in Ministerial Graduation Program Order.
- The student will **not** receive a regular Grade 12 Dogwood Graduation Certificate.
- The student will be awarded an Evergreen Certificate UPON COMPLETION of their individualized educational program at the end of their secondary school years.

Those involved in the meeting discussed that when an educational program does not meet graduation requirements it is called Replacement Curriculum.

- Replacement Curriculum is a course or has learning outcomes identified in the student's IEP that are significantly different than the standard provincial curriculum, and specifically selected to meet the student's diverse needs. The student will take a path in learning that is more suited to enable functional achievement. A student's education program may include one of the following options:
 - all courses/learning outcomes are replacement curriculum, or
 - some courses/learning outcomes are replacement curriculum and some courses with accessibility curriculum/essential supports to access the standard provincial curriculum.
- The student's report cards and transcripts will indicate those courses that are Replacement Curriculum and comments will be made in relation to those individualized goals and objectives

Replacement Curriculum in the area/subject(s) were agreed upon at this meeting: They include:

There are definite post-secondary education implications and limitations concerning the School Completion Certificate/Evergreen Certificate. After Grade 12, a student may need to complete extra course work through an Adult Graduation Diploma, Adult Basic Education, or a Graduation Equivalence Diploma Program at a local learning centre or college in order continue in post-secondary education.

Please sign below to indicate your approval to place your student on Replacement Curriculum as described above, being aware of the consequences and limitation of such courses.

Parent(s)/Guardian(s): _____
Signature(s)

Student (if applicable): _____
Signature

Administrator: _____
Signature

Student Services Teacher: _____
Signature

The placement of this student on a Replacement Curriculum will be reviewed within one year.

A copy of this document has been provided to the parent(s)/guardian(s)

.Reference:

Approved: August 15, 2021
Revised:

COURSE CHALLENGE

Background

The District recognizes that relevant learning can be acquired by students outside the school system. Course challenge is an acceptable avenue for students to have prior undocumented learning acknowledged and to receive credit for this learning.

Procedures must be in place for students to challenge courses. The purpose of challenge is to permit students to obtain full credits for a course (Grade 11 or 12) without having to take the course when they can provide strong and compelling evidence that they have acquired the appropriate learning elsewhere.

Definition

Course challenge is a process by which students demonstrate that they can meet the learning outcomes of a Grade 11 or 12 provincially or locally developed course to the same standard as students who take the course through regular classes.

Procedures

1. Only students enrolled in the District are eligible to challenge a course.
2. Students must apply for a course challenge. The readiness and relevancy for a challenge to proceed will be determined by the Principal in consultation with the student and parent(s).
3. A course challenge is a two-stage process:
 - 3.1 When a student is able to give compelling evidence that he or she will succeed in a challenge assessment.
 - 3.2 When a student demonstrates that he or she has successfully met the learning outcomes prescribed for the provincially or locally developed course.
4. Challenges must adhere to school and District policy and procedures.
5. Students must challenge the full course.
6. The course challenge must be linked to the student learning plan.
7. Students cannot challenge courses they have previously taken or courses for which they have received credit for similar learning outcomes
8. Students will be granted only one opportunity to challenge a specific course.
9. The following courses may be challenged:

- 9.1 Locally or provincially developed two- and four-credit courses at the Grade 11 or 12 level.
- 9.2 Courses currently being taught in District schools.
- 9.3 Provincially examinable subjects.
 - 9.3.1 Students must successfully challenge the school portion (60%) before they write the provincial examination.
 - 9.3.2 Students must write the provincial examination (40%) at scheduled examination times.
10. Externally developed courses recognized for credit by the Ministry cannot be challenged (e.g., International Baccalaureate and Advanced Placement).
11. Course challenge cannot be used to upgrade existing marks in a course.
12. Students will be awarded credit for a successful challenge and will receive a letter grade and percentage for the course as per Ministry reporting policy.
13. The final decision to award credit will be approved by the Principal.
14. Students will be assessed charge for each course challenged in accordance with the fee schedule approved by the Board annually. An exception will be made for work experience.
15. Principals will develop challenge procedures within Ministry and District guidelines. These procedures are to ensure equity of student access.
16. Procedures will be communicated to students and parents through regular school communication channels.
17. Considering timetabling and resources available, principals will establish and communicate appropriate timelines for challenges.
18. Principals will ensure that:
 - 18.1 Course safety expectations and applicable safety procedures as per WHMISS and WCB are learned and examined.
 - 18.2 A variety of assessment strategies will be used to attain a reliable evaluation of understanding and achievement as measured against the prescribed learning outcomes of the course.
19. Principals are not required to offer challenge opportunities until one year after new curricula are scheduled for full implementation.

20. Principals are required to accept challenge only for courses taught in their school and for students registered in their school. However, they may facilitate challenges for students from other schools.

Reference: Sections 20, 22, 65, 75, 85 School Act
Graduation Program Order M302/04

Approved: August 15, 2021
Revised:

COURSE EQUIVALENCY

Background

The District recognizes that relevant learning can be acquired by students outside the regular school system. Course equivalency is recognition of valid credentials equivalent to Grade 11 and 12 levels/courses. Equivalency encompasses two kinds of learning activity:

- A credential granted by a recognized outside agency, or
- A credential from another school jurisdiction.

The Ministry of Education has determined that students may be given credit for Ministry-approved external courses developed or offered outside of the British Columbia school system.

Procedures must be established to facilitate equivalency reviews at the District and school levels.

Definitions

Course equivalency is the process of receiving credit for a Grade 11 or Grade 12 course based on documentation from another educational jurisdiction or institution that shows that the student has achieved the learning outcomes of a course offered within the regular B.C. school system. The course equivalency process is not intended to recognize undocumented prior learning (see Administrative Procedure 365 - Course Challenge).

Equivalent course means that the course matches at least 80% of the prescribed learning outcomes of a Ministry-authorized or locally developed course taught within the District.

Recognized outside agencies include agencies currently sanctioned by the Ministry of Education for equivalency credit and agencies sanctioned in the future.

Procedures

21. Equivalency reviews are available for students registered in the District.
22. A student initiating an equivalency review must adhere to school and District policies and procedures relating to equivalency.
23. Equivalency credits will only be granted for courses and programs that meet all of the following requirements:
 - 23.1 The student is able to provide documentation that the course has been successfully completed.
 - 23.2 The course matches 80% of the prescribed learning outcomes of a Ministry-authorized or locally developed course taught within the District.

- 23.3 The course has been completed in another institution or educational jurisdiction outside the regular B.C. school system.
- 23.4 The course satisfies different learning outcomes than those of courses for which the student already has credit. A student cannot receive credit for two equivalent courses.
24. Two-credit and four-credit courses only are open to equivalency reviews.
25. To gain successful equivalency, it must be determined that the student has met the same standards as those expected of students taking the regular course.
26. The final decision on equivalency credit will be approved by the Principal.
27. Approved equivalency credit will either be assigned a percentage and letter grade or a “transfer standing” (TS), as outlined in the *B.C. Handbook of Procedures, Grade 12 Transcripts and Examinations*.
28. Principals will establish and communicate appropriate timelines for equivalency reviews based on timetabling and resources available.
29. Procedures will be established and communicated to students and parents through regular school communications channels.

Reference: Sections 20, 22, 65, 75, 85 School Act
Graduation Program Order M302/04

Approved: August 15, 2021
Revised:

SCHOLARSHIP AND 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. Local Scholarships/Awards

- 1.1. Each secondary school Principal shall present local Scholarships/Bursaries/Awards as available to qualifying students. Criteria shall be determined through consultation with the individual school and sponsoring organization.
- 1.2. The Principal shall be responsible for the distribution of this information to their students each spring and for final approval of scholarship/award decisions as per the process determined by each school.

2. Provincial District/Authority Scholarships

- 2.1. The District participates in Provincial District/Authority Scholarships. This scholarship program acknowledges excellence in a variety of learning fields and potential post-secondary options.
- 2.2. The District shall annually establish a Provincial District/Authority Scholarship Committee consisting of Board Office staff and/or Trustees.
- 2.3. The District shall provide such reports as the Ministry of Education requires through the Superintendent's office.

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

Approved: October 7, 2003

Revised: October 13, 2020; August 15, 2021

GRADUATION CELEBRATIONS

Background

The District encourages schools to celebrate graduation through formal graduation and school leaving ceremonies.

The District supports in principle parent initiatives which encourage “Dry Grad” activities.

The District does not approve of:

- Any graduation related activities which involve students consuming alcohol and using any controlled substances or drugs, the use or possession of which is prohibited by law;
- The use of District facilities to plan or organize alcohol related activities;
- The use of the District’s name or name of any school to be associated with the organization of a graduation or fundraising event that involves alcohol related activities.

Definitions

Alcohol includes wine, beer, distilled spirits and any liquid containing ethyl alcohol, whether or not intended as a beverage;

Dry grad activities are private celebrations, which usually occur between midnight and 7:00 a.m., and are organized by parents or members of the community which are alcohol and drug free.

Procedures

1. Although the District does not permit school staff to sponsor or supervise dry grad activities, principals will support parents who are organizing dry grad activities in the following ways:
 - 1.1. Clearly indicate to students that only alcohol and drug free grad celebrations can be associated with the school;
 - 1.2. Enable students and parents to hold meetings in the school for the purpose of organizing dry grad activities or fund raising for these activities;
 - 1.3. Assist with the distribution of information to all students and parents about dry grad activities and fund raising for these activities;
 - 1.4. Provide phone lists to be used by organizers at the school for the purpose of contacting parents of Grade 12 students, if the school has obtained written consent from individual parents to release their contact information to dry grad event organizers, who understand that this information is to be treated in a confidential manner;

- 1.5. Prohibit any group of students or parents at the school from fundraising, organizing, or distributing information about graduation events at which alcohol or drugs are involved.
2. As the District's insurance coverage does not normally extend to dry grad activities, liability for such activities is assumed by the organizers. Organizers of dry grad activities may purchase private insurance and hire security staff.
3. Principals will not:
 - 3.1. Supervise dry grad activities nor permit other school staff to do supervision as that will be the responsibility of parents and volunteers;
 - 3.2. Participate nor permit other school staff to participate in fundraising for dry grad activities.

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

Approved: August 15, 2021
Revised:

STUDENTS' COUNCILS

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.

The District believes that, in every District secondary school, the Students' Council is to be an elected body and that every full-time student of the school is to be eligible for nomination.

Procedures

1. The Principal has final authority over all Students' Councils activities.
2. When appropriate, Students' Councils will operate according to an acceptable constitution.
 - 1.1 Students' Council may develop a constitution.
 - 1.2 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](#).
4. Appropriate staff member guidance will be provided to Students' Councils.
 - 4.1 One (1) or more staff members shall be appointed as Students' Council advisors.
5. The Students' Council is to communicate with students, teachers, and parents through bulletins, meetings, and the public address system (school equipment and facilities are to be available for Students' Council use when not needed for the school's normal operations);
6. The Students' Council is to sponsor and/or encourage other student organizations and clubs to function within the school to meet special interests and needs of the students - if no teacher-sponsor is available, the Principal will assist in arranging for a mutually acceptable adult sponsor.

7. Students' Council can be done for course credit. An example of this can be Leadership 11 or 12, or the Wild Warriors Leadership Council.

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

Approved: August 15, 2021

Revised:

REVIEW OF FINAL GRADES

Background

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

Procedures

1. The review process must include the following features.
 - 1.1 The necessary prerequisite for any review will be a meeting between the student and/or their parents with the teacher who has assigned the grade.
 - 1.2 Clear timelines for requesting, and holding, a review must be set.
 - 1.3 The student and/or parents must be heard during the review.
 - 1.4 The teacher assigning the grade must be heard during the review.
2. All decisions made during the review, if they qualify, will be subject to appeal under [Board Policy 14 - Appeals Procedure Bylaw](#).

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

Approved: August 15, 2021
Revised:

OFFICE OF THE OMBUDSPERSON REFERRAL

Background

The British Columbia government has established the Office of the Ombudsperson.

District and school-based principals and vice-principals will endeavour to assist the provincial Ombudsperson in resolving any query made regarding an action or decision made by the District or an employee of the District.

Procedures

1. According to the guidelines and practices of the Office of the Ombudsperson, notification of a complaint to the Ombudsperson will either be made directly to the school involved or to the District Office, depending on the circumstances of each complaint.
2. Ombudsperson inquiries to a school will be received by the Principal. The Principal will notify the Superintendent immediately of the inquiry. The Principal will provide the Superintendent with copies of all correspondence to or from the Ombudsperson.
3. Inquiries from the Office of the Ombudsperson to the District Office will be directed to the Superintendent who will refer the inquiry as required.
4. When appropriate, the Ombudsperson's inquiry will be discussed with the staff involved
5. Details of concluded investigation(s) shall be kept on file at the school and copies of final results supplied to the Superintendent's office.
6. The Superintendent will summarize the types of school and District complaints registered in order to update the Board on an annual basis.

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

Approved: August 15, 2021
Revised: