

AGENDA of the **REGULAR MEETING**  
of the Board of Education  
School District No. 6 (Rocky Mountain)

**Location:** Golden Secondary School

**Date:** November 9, 2021

**Time:** 7:00 p.m.

**1. CALL TO ORDER**

**2. ACKNOWLEDGEMENT OF TERRITORY**

**3. APPROVAL OF AGENDA**

**4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS**

- 4.1 Regular Board meeting of October 12, 2021
- 4.2 Synopsis of in-camera meeting of October 12, 2021 (Alan Rice)

**5. PRESENTATIONS/DELEGATIONS**

- 5.1 Ms. Cameron, Ms. Godlien, and Ms. Robinson

**6. ELECTION OF OFFICERS**

- 6.1 Chairperson
- 6.2 Vice-Chairs
- 6.3 BCPSEA Representative and Alternate
- 6.4 BCSTA Provincial Council Representative and Alternate

**7. STANDING COMMITTEES**

- 7.1 Selection of Committee Preferences (Alan Rice) \*
- 7.2 Committee Appointments will be made at the December Board Meeting (Alan Rice)

**8. MATTERS ARISING FROM THE MINUTES**

**9. STRATEGIC AND POLICY ISSUES**

- 9.1 Policy Development (Karen Shipka)\*
  - 9.1.1 Third Reading
    - 9.1.1.1 Policies from sections 1000 and 2000 in policy manual
  - 9.1.2 Second Reading
    - 9.1.1.2 Policies from sections 4000 and 5000 in policy manual
  - 9.1.3 First Reading
    - 9.1.3.1 Policies from sections 6000, 7000, and 8000 in policy manual

## **10. OPERATIONAL ISSUES**

- 10.1 Capital Bylaw – Annual five-year capital plan submission for 2021/22 – amendment (Alan Rice)\*  
Ministry Response to the annual five-year capital plan submission for 2021/22
- 10.2 COVID-19 risk assessment for school sports (Karen Shipka)\*

## **11. REPORTS**

- 11.1 Budget utilization summary – September 2021 update completed at the October Board meeting. Due to the proximity to the month end, two months of updates will be provided at the December Board meeting. (Alan Rice)
- 11.2 Rocky Mountain International School program update (Alan Rice)\*
- 11.3 Mental health (Viveka Johnson)\*
- 11.4 District vice principals update (Steve Wyer)\*
- 11.5 BC School Trustees Association (Jane Fearing)
- 11.6 BC School Trustees Association, Kootenay Boundary Branch (Jane Thurgood Sagal)
- 11.7 BC Public Schools Employers Association (Sandra Smail / Jane Thurgood Sagal alt)

## **12. INFORMATION ITEMS**

- 12.1 Correspondence
- 12.2 November and December 2021 calendar \*

## **13. FORTHCOMING EVENTS**

- 2021.11.30 Policy Committee Meeting, Teleconference, 4:30 p.m.
- 2021.12.02-5 BCSTA Academy, Vancouver
- 2021.12.07 Labour Relations Committee Meeting, Teleconference, Time TBD
- 2021.12.07 Finance and Audit Committee Meeting, Invermere/Teleconference, 6:00 p.m.
- 2021.12.14 Board of Education Meeting, Golden Secondary School
  - In-Camera 6:00, p.m.
  - Regular Meeting, 7:00 p.m.

## **14. QUESTIONS FROM THE PUBLIC**

## **13. ADJOURNMENT**

\* attachment

**DATE:** November 9, 2021  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** Student Enrollment  
**ORIGINATOR:** Policy Committee  
**REFERENCE:** Policy Manual

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### ISSUE

The policy committee met on October 26, 2021 to review the policies being presented for first, second, and third reading.

### BACKGROUND

Reviewing the policies held in the policy manual in a regular and ongoing process. It is important work that ensure that Board of Education policies and District Practices are current and up to date.

### CURRENT SITUATION

Third Reading Feedback:

- Policy 2020 Flag Protocol significant changes to reflect commitment to Truth and Reconciliation.
- Policy 2700.2 Acceptable Use Students Form – removed the requirement for only K-7 students to have parental signature so all parent sign.

Second Reading:

- Minor format and grammatical errors were corrected

First Reading

- Policy 6300 Use of District Facilities and Equipment – The policy committee engaged in significant conversation regarding the use of district facilities and equipment by staff for personal use and the associated liability. School Protections Program was contacted and they provided a Q&A (Appendix 1) that will help determine the overall risk the board is willing to accept.

### RECOMMENDATION

That the Board of Education engage in a conversation regarding the significant changes to policy 2020 and review the Q&A from School Protection Program and discuss either the withdrawal or updates to policy 6300 determine the level of liability the Board is willing to accept.





**POLICY 1200**  
**COMMUNICATION PROTOCOL**

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**POLICY:**

The Board of Education believes it is in the best interest of students that the people who live in this District actively support and have confidence in their schools, and that mutual trust between the community and its schools is essential.

To develop that support and confidence, it is essential that there is open dialogue and communication among all those who have an interest in the education of students in this District. The Board believes that it is its responsibility to encourage all interested parties to work together for the betterment of the education of students.

The Board of Education and administration will foster an environment of two-way communication with its employees, families, partner groups, and the community to enhance awareness and understanding of the issues surrounding public education.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: DATE**  
**Amended:**



**1200 DISTRICT PRACTICE  
COMMUNICATION PROTOCOL**

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**DISTRICT PRACTICE:**

**1. COMMUNICATIONS STRUCTURE**

- 1.1 The District website (www.SD6.bc.ca) will be the Board’s primary means of communicating with families, partner groups and communities.
- 1.2 The Board of Education Chairperson, the Superintendent, and the Secretary Treasurer, or designates, are the official spokespersons for the District.
- 1.3 The Board of Education Chairperson or Superintendent are responsible for all media inquiries.
- 1.4 The school principal, or designate, is the official spokesperson for the school and is responsible for maintaining positive communications between the school and its community.
- 1.5 To ensure open communication, the Board of Education shall invite representatives from partner groups and the community to be represented on appropriate standing and ad hoc committees.
- 1.6 Other means of communication shall include but are not limited to email, other electronic/digital media, newsletters, and bulletin boards.

**2. RESOLVING PROBLEMS AND ISSUES**

- 2.1 Trustees may become aware of issues or problems in the District in a variety of ways (e.g. talking to a parent, personal observation, etc.). Trustees will not attempt to intervene to solve problems but instead will direct the concerned party to contact the appropriate level of staff authority (e.g. for a parent complaint the first step would be to contact the teacher or principal).
- 2.2 Alternatively, Trustees can bring the issue to the attention of the Superintendent or other senior leadership team members, who will ensure that the appropriate District employees can address the problems. The Superintendent or senior leadership team member will report back to the Trustee about actions which result from such inquiries.
- 2.3 Trustees also bring issues to the Board of Education in order to develop policies that guide staff in resolving problems and issues.

POLICY 1200 COMMUNICATION PROTOCOLS  
FORM <INSERT HYPERLINK>

**ADOPTED: DATE**  
**Amended:**



### **3. GENERAL COMMUNICATION GUIDELINES**

In conducting the business of the District, Trustees and Senior Leadership Team shall be guided by the following principles:

- people have the right to be heard in a dignified, respectful manner;
- problem definition and solutions require assembly of information
- first opportunity to solve problems should be with those charged to make decisions, with a communicated right to appeal to next decision-making level;
- when concerns about performance arise, affected persons have a right to be informed so that corrective action can be taken;
- Union concerns are dealt with by the senior leadership team who bring matters to Board of Education;
- the senior leadership team has a responsibility to keep the Board informed on important District issues; and
- trustees solve problems as a Board entity, not as individual.



## POLICY 1300

### PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

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#### **POLICY:**

The Board of Education meets on a regular basis to consider the business of the school district. While these meetings are primarily business meetings, a limited amount of time will be made available to hear presentations of an educational nature, and/or delegations wishing to speak on matters relating to the business of the Board of Education. Associated District Practice to this policy will govern the hearing of presentations and delegations at regular Board meetings.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

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**DISTRICT PRACTICE 1300**  
**PRESENTATIONS/DELEGATIONS AT**  
**BOARD OF EDUCATION MEETINGS**

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**DISTRICT PRACTICE:**

**1. PRESENTATIONS AT REGULAR BOARD MEETINGS**

Regular meetings of the Board of Education are business meetings. Some time is available for presentations, but the amount of time is limited.

- 1.1 Presentations from the public are limited to ten minutes, with a brief question period available for Trustees to ask clarifying questions at the conclusion of the presentation.
- 1.2 Scheduling of presentations is made in writing to the Executive Assistant to the Board of Education at least ten days prior to the Board meeting.
- 1.3 Individuals making a presentation must be present at the start of the meeting. They may leave the meeting once the presentation has concluded, but are welcome to remain should they so desire.
- 1.4 Any written material to be provided to Trustees in conjunction with a presentation must be made available and delivered to the Executive Assistant at the school board office by the Thursday afternoon preceding the Board meeting. Ten copies are required. If the material provided must be returned following the Board meeting, this must be specified at the time it is provided.
- 1.5 Audio-visual equipment required for a presentation should be arranged through the Executive Assistant to the Board of Education. Setting-up equipment or displays must be completed by 4:30 p.m. on the day of the Board meeting.

**2. DELEGATIONS AT REGULAR BOARD MEETINGS**

Regular meetings of the Board of Education are business meetings. Some time is available for delegations, but the amount of time is limited.

The following guidelines will govern groups or individuals wishing to be heard as a delegation.

- 2.1 A delegation is a group or individual requesting permission to appear before the board to speak on a matter relating to the business of the Board of Education. Requests to appear as a delegation must be submitted in writing ten calendar days prior to a scheduled meeting. The request must outline the purpose of the delegation.
- 2.2 Normally, a delegation representing a group previously heard on a topic will not be heard a second time unless the delegation presents, in advance, material or information not previously considered that is relevant to any decision. A motion of the Board of Education to

POLICY No. <INSERT HYPERLINK>  
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## DISTRICT PRACTICE 1300

### PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

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hear the delegation must be passed by having a majority of all Trustees cast an affirmative vote.

- 2.3 Presentations from delegations are limited to five minutes with a brief question period available for Trustees to ask clarifying questions at the conclusion of the presentation.
- 2.4 Any written material to be provided to Trustees in conjunction with a delegation must be made available and delivered to the Executive Assistant at the school board office by the Thursday afternoon preceding the Board meeting. Ten copies are required. If the material provided must be returned following the Board meeting, this must be specified at the time it is provided.
- 2.5 Decisions of the Board of Education on requests made by a delegation are not normally made at the Board meeting at which the delegation is heard. If the Board of Education believes the matter is emergent, it may consider the matter during the new business portion of the meeting.
- 2.6 Groups wishing to be heard as a delegation must be present at the start of meeting. They may leave the meeting once their business concluded, but are welcome to remain should they so desire.
- 2.7 Audio-visual equipment required for a presentation should be arranged through the Executive Assistant to the Board of Education. Setting-up equipment or displays must be completed by 4:30 p.m. on the day of the Board meeting

POLICY No. <INSERT HYPERLINK>  
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**ADOPTED:**  
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## POLICY 1500

### TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

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#### **POLICY:**

This policy is designed to clarify the role, responsibility, and conduct of members of the Rocky Mountain School District No. 6 Board of Education. As a member of the Board of Education, democratically elected Trustees are expected to govern in a fair and ethical manner and to be role models in the community.

Trustees fully acknowledge the critical trust invested in the Board of Education by the electorate and are dedicated to governing the affairs and business of Rocky Mountain School District No. 6 in a professional manner. Trustees represent the broad needs of the entire school district and the community, allocating resources efficiently, inclusively, and responsibly in the best interest of all students.

Trustees advocate for public education and promote the Mission, Vision, and Values of the District to other levels of government and relevant bodies. The Board of Education is committed to providing high quality education for all students within a supportive, accessible, and enriched learning environment. Trustees will uphold the commitments articulated in the Trustee Code of Ethics and address any violation at a closed meeting of the Board of Education.

#### CODE OF CONDUCT

##### **1. AS A TRUSTEE:**

- 1.1 I will consider myself as a Trustee of public education and I will participate to the fullest extent possible so that I may be involved in an informed and responsible way in the functions of the Board of Education and the District.
- 1.2 I will carry out my responsibilities in accordance with the *School Act* and Regulations, and Board Policy.
- 1.3 I will do my best to protect, conserve, and advance public education, giving to the children of this District educational facilities and services that are as complete as it is possible to provide.
- 1.4 I will, when parents or members of the community ask a question or raise a concern about a particular staff member, classroom, principal or school, follow the procedures of Policy 9200 Problem Solving Protocol and Appeals Bylaw in addressing the question or problem.
- 1.5 I will express my honest and most thoughtful opinions in Board of Education meetings, in an effort to have all decisions made for the best interests of the children and the schools.
- 1.6 I will recognize the integrity of my predecessors and associates, and the merit of their work.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: DATE**  
**Amended:**



## POLICY 1500

### TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

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- 1.7 I will make no disparaging remarks, in or out of the Board meeting, about other Trustees or their opinions, but I reserve the right to make honest and respectful criticism.
- 1.8 I will be prepared to listen to what other Trustees, other individuals, or groups, may have to say before making final decisions.
- 1.9 I will not discuss the confidential business of the Board of Education in my home, on the street, or in my office.
- 1.10 I will not use my role as Trustee for my own personal advantage or for the advantage of my friends, supporters, or business. If I become aware that I am in a position that creates a conflict of interest (direct, indirect; statutory or common law), I will declare the nature and extent of the conflict at a meeting of the Board of Education and abstain from deliberating or voting on the issue, giving rise to the conflict.
- 1.11 I will carefully review all information packages in preparation for discussion at all scheduled meetings of the Board of Education and its committees.

#### 2. AS A MEMBER OF THE BOARD OF EDUCATION:

- 2.1 I will act with integrity and the highest ethical standards in my personal and professional life, integrity and in a manner that inspires public confidence in the Board of Education.
- 2.2 I will protect and enhance the reputation of the District and the Board of Education.
- 2.3 I will respect the confidentiality of communications between Trustees and Senior Administration.
- 2.4 I will recognize that authority rests with the Board of Education in legal session and not with individual members of the Board of Education, except as authorized by law.
- 2.5 I will vote for a closed meeting of the Board of Education if the situation requires it, and I will not participate in meetings of the Board of Education, which do not comply with Bylaw 1 – Procedural Bylaw.
- 2.6 I will abide by majority decisions of the Board of Education.
- 2.7 I will recognize that, although I am elected from a particular area of the District, my responsibility is to ensure that decisions are made in the best interests of the District as a whole.
- 2.8 I will consider it an important responsibility of the Board of Education to interpret the District's aims, methods and attitudes to the community.
- 2.9 I will earnestly try to interpret the needs and attitudes of the community and do my best to translate them into the educational program of the schools.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

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**ADOPTED: DATE**  
**Amended:**



## POLICY 1500

### TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

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- 2.10 When representing the Board of Education, I will fulfill various commitments and duties required by such representation such as voting, providing updates, and reporting back to the Board of Education.

#### **3. IN MY RELATIONSHIP WITH THE SUPERINTENDENT, SECRETARY TREASURER, AND STAFF**

- 3.1 I will function, in meeting the legal responsibility that is mine, as a part of a legislative, policy-forming body, and work through the administrative employees.
- 3.2 I will recognize the Superintendent, the Secretary Treasurer, and the senior leadership team as executive officers of the Board of Education.
- 3.3 I will endeavour to ensure the schools are staffed by the best trained, technical, and professional people it is possible to employ.
- 3.4 I will be respectful in my comments regarding the Superintendent or other District employees.

#### **4. VIOLATION OF THE CODE**

Trustees are encouraged to seek appropriate, conciliatory measures prior to making an official complaint with regard to a violation of this Code of Conduct. A violation of this Code of Conduct may result in the Board of Education instituting, without limiting what follows, any or all of the following sanctions, which may only be implemented by a motion at a closed (in-camera) meeting of the Board of Education:

- 4.1 Having the Chair write a letter of concern/warning;
- 4.2 Having the Chair write a letter of censure;
- 4.3 Having a motion of censure passed and removing the trustee from some or all Board committees or other appointments of the Board of Education.

The plaintiff will be given opportunity to respond to the complaint prior to any motions being made.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

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**DISTRICT PRACTICE 2000**  
**CONSULTATION PROCESS, SCHOOL**  
**PLANNING, AND LEARNING**  
**IMPROVEMENT**

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**DISTRICT PRACTICE:**

This process represents our vision of meaningful staff participation in the decision-making process that needs to occur in a school to provide for the best possible learning environment for all students.

Once that process has been completed, Principals then have the opportunity to apply to the Learning Improvement Fund (LIF) for additional support staff resources to address needs that are beyond the capacity of the school to manage within the existing budget.

**1. GENERAL OBLIGATION TO CONSULT:**

**Before the end of April:**

- 1.1 School-based teams will meet with feeder schools to gather information about incoming students.
- 1.2 Primary schools will meet with early learning partners to gather information about incoming Kindergarten students.
- 1.3 Principals and school-based teams will collate information about the new and returning students for the following year, and will prepare these materials for presentation to staff.

The information may include:

- Marks
- Attendance
- District and school assessments
- Reading levels
- Literacy targets
- Risk factors
- “On track” scores
- School-based team information
- Other relevant information

**Before May 15:**

- 1.4 Principals, with the assistance of the school-based team, meet with their school staff to review the information and develop a picture of the student learning needs for the coming year. The staff will identify areas that may require particular focus and attention, and will set priorities around addressing these needs.



**DISTRICT PRACTICE 2000**  
**CONSULTATION PROCESS, SCHOOL**  
**PLANNING, AND LEARNING**  
**IMPROVEMENT**

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- 1.5 Following this meeting, Principals may meet with a variety of staff groups such as the school-based team, departments, grade groups etc., in order to further identify needs and potential supports.

**Before June 15**

- 1.6 Based on these consultations, tentative class lists are organized, teachers are notified of assignments, and supports are allocated to classes/students (Student Educational Assistant time, Youth Care Worker time, Aboriginal Education Support, etc.).

**2. LEARNING IMPROVEMENT FUND (LIF) CONSULTATION AND LIF SPENDING PLAN**

**Before June 17:** (School consultation for LIF)

- 2.1 After class lists are organized, Principals will meet with staff to consult regarding the use of the LIF. Class lists will be reviewed, with the assistance of the school-based team as necessary, for the purpose of determining which classes, if any, will require additional resources to address learning improvement issues, taking the following into account:
- The number of students assigned to the class and the learning needs of those students, including the resource requirements of students with diagnosed special needs.
  - The experience and capacity of the teacher of the class and the resources already available to support learning in that class.
- 2.2 Staff, at the meeting, will be consulted as to which support staff resources (Education Assistants and/or Youth Care workers) are seen as appropriate for the classes discussed. These consultations will not be limited to discussing students with special needs and the resources that will be provided to those classes, but are focused on the overall needs of all students, and all classes.
- 2.3 Following these consultations, Principals will complete the LIF spending plan workbook and notify the Superintendent by the end of the day on the third Friday in June



**DISTRICT PRACTICE 2000  
CONSULTATION PROCESS, SCHOOL  
PLANNING, AND LEARNING  
IMPROVEMENT**

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**Before June 30:**

- 2.4 District staff will consult with CUPE Local 440 about the requirements of the provincial framework letter of understanding concerning the LIF.

**Before September 15:** (Form 2000 fall record school consultation)

- 2.5 Principals will consult with their staff to review the tentative plan, and will identify to the Superintendent any changes to the priorities for that school. A revised report to the Superintendent is to be created and submitted as necessary.

The final plan is submitted to the Minister of Education by **October 31**.



**POLICY 2010**  
**SCHOOL ADMINISTRATIVE**  
**ENTITLEMENT**

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**POLICY:**

The Board of Education recognizes the importance of educational leadership at the school level, and will provide funding for school administration in its annual operating budget.

Principals and Vice Principals provide leadership in schools to foster continuous improvement in teaching and learning. They are charged with organizing, supervising, and managing schools, as well as establishing educational direction through instructional and curriculum leadership. They are responsible for establishing and maintaining a safe learning environment for the school community.

The Superintendent in accordance with the Board of Education's budget provisions, and contractual obligations will determine principal and Vice Principal entitlement for each school, as well as the amount of administrative time assigned to these positions.

**DISTRICT PRACTICE 2010 SCHOOL ADMINISTRATIVE ENTITLEMENT**  
**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 2010

### SCHOOL ADMINISTRATIVE ENTITLEMENT

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#### **DISTRICT PRACTICE:**

School administrative entitlement will be provided in accordance with the following guidelines:

1. A Principal will be assigned to each school.
2. Where a Principal is assigned to two or more schools, a Vice Principal will be appointed in each satellite school, and a senior teacher will be appointed in the base school if there is no vice-principal.
3. The minimum amount of administrative time in a school is based on the following formulas.
  - Principal 1.0FTE if greater than 90 students
  - Vice Principal .25 FTE if:
    - 4-7 and greater than 200 students and less than 400 students .25 FTE
    - 4-7 and greater than 400 students .5 FTE
    - 8-12 greater than 400 students 1.0FTE
    - 8-12 less than 400 students and greater than 250 students .6 FTE
4. The base entitlement for Principals and Vice Principals at each school or combination of schools is determined by the projected mid-year student headcount.
5. The enrolment formula may not appropriately reflect the administrative needs of a school. Many school communities have increasingly complex needs, and the range of needs can vary between schools with the same enrolment. Small shifts in enrolment may result in significant changes in administrative entitlement at a school when the shift crosses a threshold in the formula.



## DISTRICT PRACTICE 2010

### SCHOOL ADMINISTRATIVE ENTITLEMENT

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6. Within the parameters of the total administrative entitlement available, the District may increase or decrease the base entitlement for a school, based on the specific needs of the school community. In determining appropriate levels of administrative support to schools, the District will be guided by the following:
- Schools with greater or more complex needs require more administrative time than the formula indicates.
  - Highly complex schools may require an additional administrator (eg. a vice principal at an elementary school that would not have one.)
  - Consistent and predictable levels of administrative support are desirable for schools where enrolment fluctuates above and below the formula thresholds for administrative time.



## POLICY 2020

### TRADITIONAL-TERRITORY ACKNOWLEDGEMENT, FLAG AND NATIONAL ANTHEM PROTOCOL

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#### **POLICY:**

The Board of Education believes the flags of British Columbia, Canada, the Ktunaxa First Nation, the Métis Nation of BC, and the Secwépemc First Nation, and the acknowledgment of the traditional territories and the national anthem “O Canada” are important parts of the celebration of Canada as a country, British Columbia as a province and the traditional territory of the Indigenous Peoples upon which School District 6 resides.

The Board of Education further believes the territory acknowledgement and the national anthem develop a sense of identity and purpose for the people of Canada. Territory acknowledgements and the national anthem develop a sense of pride in being a Canadian, teach the value of traditions and demonstrate a commitment to Truth and Reconciliation and the Calls to Action for both adults and children.

Each school and board office will fly the flags of Canada, British Columbia, Ktunaxa Nation, the Métis Nation of B.C., and the Secwépemc First Nation at the front of each school.

**REFERENCES:** [sections 5 \(10\) and 5 \(11\)](#), of the *School Act*

**ADOPTED: DATE**  
**Amended:**



## POLICY 2030

### ASSISTANCE DOGS

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#### **POLICY:**

The Board of Education believes that access to an effective educational program is a basic right of each student. Assistance dogs perform tasks that an individual is unable to perform independently by assisting persons with day-to-day activities and by providing physical safety and emotional support. It is recognized that an assistance dog may be key in the development of an environment that is conducive to equal access to services, programs, and activities offered within the school district. Creating a supportive and caring environment for all students and staff is a top priority of the Board of Education.

**DISTRICT PRACTICE 2030 ASSISTANCE DOGS**

**ADOPTED: DATE**

**Amended:**

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**DISTRICT PRACTICE:**

Assistance dogs are trained to assist children and adults with their daily living activities, and provide physical safety and emotional support. Use of an assistance dog by a student with special needs, in school or District property, may be approved when it has been determined that it helps develop independence or when the student requires such use in order to have equal access to the services, programs, or activities offered by the school, and when the District's criteria has been met to the satisfaction of the Board of Education.

**1. DEFINITION**

As used in this district practice, assistance dogs include:

- 1.1. "Autism Support Dogs" are dogs trained as assistants for persons with autism.
- 1.2. "Hearing Dogs" are dogs that alert individuals who are deaf or hard of hearing to specific sounds.
- 1.3. "Seizure Response Dogs" are dogs trained to provide emergency response for individuals with epilepsy.
- 1.4. "Service Dogs" (as defined in the BC [Guide Dog and Service Dog Act](#)) are dogs trained to assist individuals who utilize a wheelchair.
- 1.5. "Guide Dogs" (as defined in the BC [Guide Dog and Service Dog Act](#)) are dogs trained as a guide for a blind or visually impaired person.

**2. CRITERIA**

- 2.1. A student may be eligible to receive the support of an assistance dog if they has a low incidence special need (e.g., chronic health condition, visual/hearing impairment, Autism Spectrum Disorder), as defined by the British Columbia Ministry of Education.
- 2.2. The assistance dog must be trained and certified by a training school accredited by the International Guide Dog Federation (IGDF) and/or Assistance Dogs International (ADI).. In any and all cases the dog/team should be able to present the British Columbia Guide Dog and Assistance Dog Provincial ID Card.
- 2.3. The introduction of the assistance dog to the school community must not create barriers to other students' learning.



## DISTRICT PRACTICE 2030

### ASSISTANCE DOGS

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#### 3. APPLICATION

Prior to the admittance of an assistance dog to the school, parents must:

- 3.1. Provide a letter to the school district requesting assistance dog admittance. The letter must outline the benefits of having an assistance dog attend school with their child and include their plan for the care and supervision of the assistance dog while at school.
- 3.2. Provide a copy of the letter of recommendation from an appropriate professional confirming the diagnosis of a recognized special need, including a recommendation for the use of an assistance dog.
- 3.3. Provide a Certificate of Training for the assistance dog and the handler from the appropriate agency.
- 3.4. Agree to pay for any additional costs incurred by the District and/or school related to the assistance dog (e.g., appropriate training for District employees, bus and/or classroom modifications).
- 3.5. Arrange for the personal care and physical needs of the assistance dog, including at least one bio-break procedure per day and providing appropriate bedding (e.g., bed or blanket) and water bowl.
- 3.6. Train an alternative dog handler for instances when the primary dog handler is absent.
- 3.7. Accept responsibility for the actions of the assistance dog by signing a District release of liability.
- 3.8. Annually, provide the school district with proof of a municipal dog license, proof of annual re-certification from the appropriate agency and proof of up-to-date vaccinations provided by a Doctor of Veterinary Medicine confirming that the assistance dog is in good health.

#### 4. SCHOOL DISTRICT/SCHOOL RESPONSIBILITIES

The District shall not be responsible for the training, feeding, grooming, or care of any assistance dog permitted to attend school or ride on school buses under this district practice and policy 2030. The District must approve any person who is authorized to assist in the care and supervision of the assistance dog while on school property.

- 4.1. Ensure that the use of an assistance dog is consistent with the needs or recommendations of the student's individual education plan (IEP).
- 4.2. Arrange a case conference with parents/guardians, the dog handler, classroom teachers(s), appropriate student support staff, a representative from the appropriate agency, the

**POLICY 2030** ASSISTANCE DOGS

**REFERENCES:**  
**ADOPTED: DATE**  
**Amended:**

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student (when appropriate), other consultants if necessary, and the District Principal of Student Support (Special Education) to discuss:

- The purpose and function of the assistance dog.
- The role/duties of the assistance dog handler.
- The personal care and physical needs of the assistance dog including:
  - The safest and most environmentally sound place for the assistance dog to relieve itself.
  - Removal and disposal of animal waste.
  - Provision of a suitable container for waste, and
  - Considerations for seasonal changes and inclement weather.
- Classroom considerations such as seating arrangements.
- Any necessary changes in routine and procedures and program changes.
- Arrangement for the assistance dog to visit the school without students present in order to familiarize it with the school site prior to commencement of services.
- A transition plan for the assistance dog and the student.
- A timetable for the introduction of the assistance dog to the school and class and for the training of the student's school team (Principal, teacher(s), education assistant(s), etc.)
- Rules of conduct around the assistance dog for students, staff and the public; and
- Disseminating and regulating such rules.

#### 4.3. Notifications

The following letters shall be forwarded to all students attending the school, to inform:

- The school community of the arrival of the working assistance dog, its purpose, rules and regulations regarding the existence of the assistance dog at the school.
- The students in any of the classes where the assistance dog will be present to elicit information concerning allergies, or extreme phobias from the students' parents/guardians.
- The students who will be sharing transportation where the assistance dog will be present; and
- Retain all letters regarding the assistance dog in the student's confidential permanent record file.



## DISTRICT PRACTICE 2030

### ASSISTANCE DOGS

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- Inform all staff including teachers, educational assistants, custodians, support staff, volunteers, and health and safety representatives of the presence of the assistance dog(s).
- Contact the District Director of Operations and Operations Supervisor regarding any transportation requirements.

#### 5. FAMILIARIZATION WITHIN THE SCHOOL COMMUNITY

Arrange for demonstrations from the appropriate agency or another certified assistance dog organization for the student body, staff, and the community as required to provide education and awareness of assistance dogs in schools.

#### 6. EMERGENCY PROCEDURES

Revise emergency procedures as required to include the assistance dog, such as evacuations, and notify the fire department regarding the existence of the assistance dog.

#### 7. REMOVING OR EXCLUDING ASSISTANT DOGS FROM SCHOOL

The school district may remove or exclude from school facilities or property any assistance dog for reasons it deems appropriate.

- 7.1. The assistance dog poses a direct threat to the health or safety of the employee or student or others at school, causes a significant disruption of school activities or otherwise jeopardizes the safe operation of the school or a school event. Examples of such include, but are not limited to:
- The assistance dog does not urinate or defecate in appropriate/designated locations.
  - The assistance dog vocalizes unnecessarily (e.g., barking, growling or whining).
  - The assistance dog shows aggression towards people or other animals.
  - The assistance dog solicits or steals food or other items from the student body or school personnel.
  - The assistance dog is unable to perform reliably the service for which it has been approved.
  - The assistance dog is not under the full control of the student with the disability or the designated employee.
  - The assistance dog is a public health threat as a result of being infested with parasites or having a communicable disease of the skin, mouth or eyes.
  - The assistance dog is unclean and unsanitary.

POLICY 2030 ASSISTANCE DOGS

REFERENCES:  
ADOPTED: DATE  
Amended:

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- The assistance dog's presence significantly impairs the learning of students.
- The student, or the student's parents fail to provide or maintain current documentation required by these regulations; and
- The student, or the student's parents fail to abide by any additional conditions of the terms of an Individual Education Plan regarding their assistance dog.

## **8. TRANSPORTATION OF THE ASSISTANCE DOG**

When approving an assistance dog for a student with diverse abilities at school, the District may need to provide directions for transporting the student and the assistance dog.

### **8.1. Familiarization with Bus Procedures**

- The driver and, if applicable, the bus assistant should meet with the assistance dog's owner. The owner is responsible for providing information to the driver and bus assistant regarding critical commands needed for daily interaction and emergency/evacuation.
- The assistance dog's owner should provide an orientation to students riding the bus with the assistance dog regarding the dog's functions and how students should interact with the animal.
- The assistance dog should practice the bus evacuation drills with the student.

### **8.2. Loading/Unloading**

The assistance dog should board the bus by the steps, not on a lift.

### **8.3. Seating Location** The assistance dog should be positioned on the floor, at the student's feet.

### **8.4. Cessation of Transportation**

- Situations that would cause cessation of transportation of the service animal include:
  - The assistance dog's behaviour poses a direct threat to the health or safety of others.
  - The assistance dog urinates or defecates on the bus.
  - The assistance dog does not remain in the designated area.

If transportation is suspended due to any of the above reasons, transportation may be reinstated after additional training or medical issues are resolved. Parents should be informed of these consequences prior to the first day of transportation.

**POLICY 2030** ASSISTANCE DOGS

**REFERENCES:**  
**ADOPTED: DATE**  
**Amended:**

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## DISTRICT PRACTICE 2030

### ASSISTANCE DOGS

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Although transportation may be suspended for the assistance dog, the school district maintains the responsibility of transporting the student.

#### **9. RESTRICTIONS FOR ASSISTANCE DOGS**

The District imposes some restrictions on assistance dogs for safety reasons. Assistance dogs may be excluded from or have limited access to certain areas of school facilities or certain programs for safety reasons. Areas or programs that may be considered off-limits for assistance dogs include, but are not limited to:

- 9.1. Laboratories, mechanical rooms, custodial closets, food preparation areas, areas where protective clothing is necessary, areas which have exposed sharp metal cutting or other sharp objects which may pose a threat to the assistance dog's safety, areas with high levels of dust, and areas where there is moving machinery.
- 9.2. The determination to restrict the access of an assistance dog to specific programs or areas of that school facility will be on a case-by-case basis.

#### **10. CONFLICT RESOLUTION**

Employees, students/parents of a student with medical issues that are impacted by dogs (such as respiratory diseases) should contact the Principal if they have a concern about exposure to an assistance dog. The employee, student/parents of a student will be asked to provide medical documentation that identifies the disability and the need for an accommodation. The Principal, in collaboration with the Director of Instruction, Learning Support Services, and if necessary a representative from the accredited organization, will facilitate a process to resolve the conflict that considers the needs / accommodations of all persons involved.

#### **11. NOTICE OF APPEAL**

Any student/parent of a student with an assistance dog who is aggrieved by the school principal's decision to remove, impose restrictions on or exclude an assistance dog may appeal that decision to their senior leadership team contact. That appeal must be in writing and provide detailed information regarding the basis of the appeal.

**POLICY 2030 ASSISTANCE DOGS**

**REFERENCES:**  
**ADOPTED: DATE**  
**Amended:**

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## POLICY 2700

### ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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#### POLICY:

The Board of Education recognizes that digital technology is an integral part of the educational curriculum, bringing value to support student achievement, business excellence, and staff development.

Through software applications, cloud-based solutions, and email, the District technology resources enhance educational experiences and support communications. Technology resources provide learning opportunities for students and staff, and provide schools with rich online resources.

Access to the digital network, is also associated with potential hazards that may not be considered appropriate in the context of students or a District setting. As a means of encouraging responsible and ethical use of digital technology, the Board of Education has established district practices for all users.

#### DEFINITIONS

**BYOD** (Bring Your Own Device) refers to the practice of enabling students and staff to bring personally owned devices (such as laptops, tablets and smartphones) to school, for the sole purpose of educational use.

**Data** includes, but is not limited to, student records, employee records, confidential, personal, or professional information and communications, or any other electronically stored information that passes through or is stored electronically on District technology resources.

**Digital learning and collaboration tools** facilitate the storage and sharing of content and are accessed using technology devices, usually through an internet connection.

#### **District technologies resources include:**

- Access to the District's wired and wireless network from any location, such as schools, workplaces, home or other offsite locations;
- District-provisioned hardware, such as desktop computers, laptop computers, tablets and printers (and including removable and/or external storage devices);
- Access to the District's technology support services, and;
- District-provisioned software and applications, including cloud-based resources.

#### REFERENCES

**DISTRICT PRACTICE** 2700.1, 2700.2 <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**ADOPTED:** June 1998

**Amended:** October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018



## POLICY 2700

### ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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**Personally owned technology** is any device that is not provided by the District, including (but not limited to) personal computers, smart phones and tablets.

**Personal Information** of students and staff is protected under the *Freedom of Information and Protection of Privacy Act*. The Board of Education and District are bound, under its obligation to this Act, to carefully manage all personal information within its custody and control how it is collected, used and released. This includes restrictions on the release of personal information without permission.

**Users** include, but are not limited to, students, parents, guardians, staff members, volunteers, guests, Parent Advisory Council members, and Trustees given authorized access to District technology resources, regardless of whether access is onsite or offsite.

**Spamming** is the action of sending irrelevant or unsolicited bulk messages indiscriminately to a large number of recipients through electronic messaging systems like e-mails and other digital delivery systems.

#### APPLICATION:

- 1.1 This policy and all related procedures apply to all users who access District technology resources, including use of personally owned devices.
- 1.2 Users are subject to the expectations of use and standards of behavior set out in the accompanying district practices, and any other applicable law, related policies and procedures (at all times) when accessing District technology resources for any purpose.
- 1.3 District technology resources are intended for educational, instructional or district business-related use, to facilitate the goals and objectives of the District.
- 1.4 Engaging in personal use is a choice users make that may involve the sacrifice of personal information. The District cannot guarantee that personal information is secure while using District technology resources.
- 1.5 Users shall take all reasonable precautions to prevent a breach of privacy by ensuring that data, as defined by this policy, is secure and safe. In addition, users shall not knowingly commit a breach of privacy and will only use data for the purposes intended in 1.3 above.

#### REFERENCES

**DISTRICT PRACTICE** 2700.1, 2700.2 <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**ADOPTED:** June 1998

**Amended:** October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018



## POLICY 2700

### ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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- 1.6 The District owns all District technology resources and may access data and information that users create, store, send, or receive when using District technology resources, in accordance with the accompanying district practice.

The District is **NOT** responsible for:

- 1.7 Anything accessed by the user through District technology resources that is not created, published or authored by the District.
- 1.8 Any claims, losses, damages, costs, or other obligations arising from the use of District technology resources (whether or not accessed by a personally owned device), including, but not limited to, the loss or damage of user information or personal devices.
- 1.9 Any additional charges borne by the user to their personal device, or any unauthorized charges borne by the user on a District-issued device, when using or attempting to use District technology resources;
- 1.10 Users who do not comply with this policy and accompanying procedures will be subject to the appropriate disciplinary actions.

## 2. RESPONSIBILITIES:

**District Senior Leadership Team is responsible for:**

- 2.1 Implementing and operationalizing the Acceptable Use of Digital Technology policy.
- 2.2 Supporting and providing direction to users about the policy application.
- 2.3 Keeping the expectations of use and standards of behavior updated in the district practice, and informing users of any changes.

**Teachers and Educational Assistants are responsible for:**

- 2.4 The overall management and supervision of student use of District technology resources.

**All users of District technology resources and/or Information and Technology Services are responsible for:**

- 2.5 Ensuring that District technology resources are only accessed by those to whom the technology resource is assigned.
- 2.6 Ensuring that any use of personal and District-provisioned devices that access District technology resources are password protected to restrict unauthorized access to these devices.

## REFERENCES

**DISTRICT PRACTICE** 2700.1, 2700.2 <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**ADOPTED:** June 1998

**Amended:** October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018



## POLICY 2700

### ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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- 2.7 Using District technology resources in an appropriate, responsible and ethical manner, consistent within the professional, educational, and informational contexts for which they are provided.
  - 2.8 Refraining from using technology in a malicious manner or with intent to bring harm to District technology resources.
  - 2.9 Complying with the *Freedom of Information and Protection of Privacy Act*, as it relates to the management of personal and private information.
  - 2.10 Modeling the appropriate use of technology, including safety guidelines as outlined in device manuals.
  - 2.11 Ensuring that inappropriate and irresponsible use of technology is immediately reported to their supervisors or for students, an appropriate adult.

#### REFERENCES

DISTRICT PRACTICE 2700.1, 2700.2 <INSERT HYPERLINK>  
FORM <INSERT HYPERLINK>

**ADOPTED: June 1998**

**Amended: October 2005, February 2006, February 2007, June 2007, January 2011, April 2014, May 2018**



**DISTRICT PRACTICE 2700.1**  
**EMPLOYEE ACCEPTABLE USE OF**  
**DIGITAL TECHNOLOGY**

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**DISTRICT PRACTICE:**

In connecting employees to a variety of electronic resources, including access to the internet and connections with other users, the Board of Education recognizes the importance of providing clear guidelines surrounding digital technology usage.

The District’s technology tools, systems and networks are intended for educational purposes, as well as for business and administrative functions directly in support of the District’s operation. The District will ensure that employees and other users are aware of the guidelines and expectations related to technology, as stated below.

**1. ETHICAL GUIDELINES**

- 1.1 The use of District technology resources is a privilege, not a right, and usage may be revoked at any time for inappropriate conduct.

**2. RESPONSIBILITIES**

**Information and Technology Services will:**

- 2.1 Establish and maintain sustainable service offerings which include:
  - Hardware, software and configuration standards.
  - Operational strategies for hardware and software (e.g. computer installation, user accounts administration and virus protection strategies).
- 2.2 Provide access to District technology resources (websites, email, etc.) to students and staff outside of the District;
- 2.3 Monitor activity on the District technology resources and follow established processes and procedures when necessary, to protect the integrity of the network. Actions may include revoking individual privileges or entire site privileges where it is deemed that temporary exclusion from the network is necessary to maintain the health of the network.
- 2.4 Adhere to the *Freedom of Information and Protection of Privacy Act*.
- 2.5 Provide resources and training to help govern the appropriate use of District technology resources.
- 2.6 Take measures to prevent objectionable and illegal access of information. Internet access carries with it the potential to encounter information that is inappropriate for students. The Board of Education reserves the right to block any external material or content accessed through District technology resources.;
- 2.7 Endeavor to provide a reliable, sustainable technology environment.



**DISTRICT PRACTICE 2700.1**  
**EMPLOYEE ACCEPTABLE USE OF**  
**DIGITAL TECHNOLOGY**

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**Human Resources and/or school/site administrators will:**

- 2.8 Notify employees about policies governing staff use of District technology resources.
- 2.9 Ensure that employees are informed of the Acceptable Use of Digital Technology policy prior to allowing staff access to District technology resources.
- 2.10 Ensure that employees are aware of their individual responsibility to use District technology resources in an ethical and educational manner. Safe practices includes personal safety when online and personal health and safety practices.
- 2.11 Ensure that employees are trained in the safe use of District technology resources and that they understand the inherent risks associated with using technology.
- 2.12 Ensure that resources are available to help staff guide students in managing appropriate student use of digital technology.
- 2.13 Ensure appropriate student supervision through staff oversight, including (but not limited to) internet activity.
- 2.14 Approve site-based technology initiatives.
- 2.15 Ensure that school-based technology activities adhere to Board of Education policies and district practices.

**District employees will:**

- 2.16 Read and comply with:
  - Policy 2700 – Acceptable Use of Digital Technology.
  - District Practice 2700.1 – Employee Acceptable Use of Digital Technology.
- 2.17 Supervise student use of District technology resources:
  - Be familiar with District Practice 2700.2 – Student Acceptable Use of Digital Technology.
- 2.18 Report incidences of technology misuse to the site Principal/manager.
- 2.19 Protect their provisioned account credentials from others and will not use other users' passwords and accounts.
- 2.20 Exercise good judgment and use technology for educational or District related administrative purposes.
- 2.21 Respect District property and be responsible for its use.
- 2.22 Be courteous and communicate online with the same level of respect as in face-to-face situations at all times.
- 2.23 Respect copyright and software licensing laws.

**District employees are prohibited from:**

- 2.24 Attempting to gain unauthorized access to District accounts, or to go beyond their authorized access.
- 2.25 Revealing their password to anyone.
- 2.26 Using inappropriate language in electronic correspondence.
- 2.27 Engaging in prejudicial or discriminatory activity.
- 2.28 Posting photographs and/or video images of students on any website without prior written consent from the student and/or parent/guardian.
- 2.29 Posting student's personal information, such as class lists, marks and demographics, in a non-secure environment.
- 2.30 Copying or downloading copyrighted and/or intellectual property materials, such as movies, music and images.
- 2.31 Posting false or defamatory information.
- 2.32 Knowingly accessing illegal, discriminatory, harassing, obscene, pornographic, racist, libelous, threatening resources that are sexually explicit or promote physical violence.
- 2.33 Using electronic mail to send obscene, anonymous, threatening, harassing, libelous, discriminatory, or inflammatory messages.
- 2.34 Accessing, transmitting and/or duplicating materials, in violation of provincial and/or Canadian laws.
- 2.35 Using District technology resources for commercial, political, or illegal purposes.
- 2.36 Vandalizing or attempting to destroy District data and District technology resources;
- 2.37 Engaging in spamming activities using District technology resources.

**3. SECURITY**

- 3.1 Users must not download computer software or information that may compromise District technology resources.
- 3.2 Any user identified as a security risk may be denied access to District technology resources until further adjudication is performed.
- 3.3 All incidences of vandalism must be reported to the school/site administrator. Where appropriate, the District will seek reimbursements for costs incurred.
- 3.4 The District reserves the right to monitor all user activity of District technology resources.



**DISTRICT PRACTICE 2700.1**  
**EMPLOYEE ACCEPTABLE USE OF**  
**DIGITAL TECHNOLOGY**

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**4. DISCIPLINARY CONSEQUENCES**

According to Canadian common law and provincial privacy legislation, employees are afforded certain privacy rights related to their use of District technology resources. However, a search and investigation of any user’s District-issued computer account will be conducted if there is reasonable suspicion that the terms of Policy 2700 have been violated.

Allegations of unacceptable use of District technology resources will be addressed according to established policies and practices. Discipline for inappropriate use may include, but is not limited to, one or more of the following:

- Temporary or permanent revocation of access to District Technology Resources.
- Disciplinary action according to applicable Board of Education policies.
- Legal action according to applicable laws and contractual agreements.

**5. EVALUATION**

Due to the dynamic nature and associated risks of digital technology, this practice will be reviewed and revised if necessary on an annual basis.



## ACCEPTABLE USE OF DIGITAL TECHNOLOGY Staff Agreement

### **ACKNOWLEDGEMENT AND RESPONSIBILITY OF THE STAFF MEMBER**

I have read the Employee Acceptable Use of Digital Technology District Practice 2700.1 and Board Policy 2700 – Acceptable Use of Digital Technology. I acknowledge that I understand the expectations that I must follow in order to use these resources appropriately. I understand that in the event that I were to engage in any inappropriate activities, that my privileges to access school and District networks and devices may be revoked and other disciplinary action may result.

By signing this agreement, I request to use District technology resources to support my role and responsibilities with Rocky Mountain School District No. 6.

Staff Name (Print): \_\_\_\_\_

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## DISTRICT PRACTICE 2700.2

### STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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#### **DISTRICT PRACTICE:**

This district practice outlines the District's procedures to reduce the risks posed by Internet usage as a starting point for promoting positive digital citizenship among students. The District's expectations for student online behavior are no different than for face-to-face interactions in school, and are governed by Board of Education policies and government legislation. Successful, technologically savvy digital citizens live safely and civilly in an increasingly digital world, and recognize that information posted on the Internet is public, permanent and of lasting social impact.

The District will make every reasonable effort to mitigate risks associated with digital technology usage, through student education and supervision, employee training and support, and through network filtering and monitoring. Digital citizenship is a shared responsibility between students, parents, educators, schools and governments, and given the dynamic nature of digital technology, the District's responsibility has limits. To that end, the following procedures are in effect.

#### **1. ETHICAL GUIDELINES**

Students may obtain access to the District technology resources, including the internet, and are expected to display appropriate behavior and accountability. The use of District technology resources is a privilege and usage may be revoked at any time for inappropriate conduct.

##### **As such, students must:**

- 1.1 Review the Acceptable Use of Digital Technology policy in order to gain access to the District technology resources and understand compliance with the policy as a condition of their access.
- 1.2 Use assigned devices as directed by their teachers.
- 1.3 Show consideration to other students when digital resources are scarce.
- 1.4 Protect access to their individual network account under the use of a private, personal password. Ensure that their password is not shared.
- 1.5 Refrain from deliberately disrupting system performance or interfering with the work of other students.
- 1.6 Refrain from unauthorized reading, modifying or deleting personal files owned by other users.
- 1.7 Refrain from using technology to engage in or share discriminatory, obscene, profane, inflammatory, embarrassing, threatening, or disrespectful language, media, or content of any kind.
- 1.8 Refrain from intentionally damaging equipment.
- 1.9 Refrain from plagiarizing the work of others.



## DISTRICT PRACTICE 2700.2

### STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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- 1.10 Leave devices and peripherals in their designated places.
- 1.11 Leave equipment/devices in good condition.
- 1.12 Always log off devices after finishing work.

## 2. RESPONSIBILITIES

### Information and Technology Services will:

- 2.1 Establish and maintain sustainable service offerings which include:
  - Hardware, software and configuration standards.
  - Operational strategies for hardware and software (e.g. computer installation, user accounts administration and virus protection strategies).
- 2.2 Provide access to District technology resources (websites, email, etc.) to users outside of the District.
- 2.3 Monitor activity on the District technology resources and follow established processes and procedures when necessary, to protect the integrity of the network. Actions may include revoking individual privileges or entire site privileges where it is deemed that temporary exclusion from the network is necessary to maintain the health of the network.
- 2.4 Adhere to the *Freedom of Information and Protection of Privacy Act*.
- 2.5 Provide resources and training to help govern the appropriate use of District technology resources.
- 2.6 Take measures to prevent objectionable and illegal access of information. Internet access carries with it the potential to encounter information that is inappropriate for students. The Board of Education reserves the right to block any external material or content accessed through District technology resources.
- 2.7 Endeavour to provide a reliable, sustainable technology environment.

### School/site administrators will:

School and site administrators provide student access to District technology resources to maximize educational opportunities. School/site administrators are responsible for the following:

- 2.8 Notify parents about policies governing student use of District technology resources.
- 2.9 Ensure that students and parents are informed of the Acceptable Use of Digital Technology policy which is included in each school's Code of Conduct prior to allowing student access to District technology resources.
- 2.10 Ensure that parents/guardians are aware of the individual student's responsibility to use District technology resources in an ethical and educational manner. Safe practices includes personal safety when online and personal health and safety practices.



## DISTRICT PRACTICE 2700.2

### STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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- 2.11 Ensure that students and staff are trained in the safe use of District technology resources and that they understand the inherent risks associated with using technology.
- 2.12 Ensure that resources are available to help staff guide students in managing appropriate student use of digital technology.
- 2.13 Ensure appropriate student supervision through staff oversight, including (but not limited to) internet activity.
- 2.14 Ensure the equitable provision of digital access to all students.
- 2.15 Approve site-based technology initiatives.
- 2.16 Ensure that all student access to the internet, while on school property, is through District technology resources and their District-provisioned account;
- 2.17 Ensure that school-based technology activities adhere to Board of Education policies and district practices.

#### **Teachers and Educational Assistants will:**

In order to facilitate student access and to ensure the appropriate use of District technology resources, teachers and educational assistants will:

- 2.18 Review and comply with the Board of Education's policy 2700 - Acceptable Use of Digital Technology.
- 2.19 Know the status of the students' parental consent.
- 2.20 Instruct students in the effective and ethical use of the internet, social networking tools, and other collaborative technologies.
- 2.21 Provide guidance to students for minimizing online risks.
- 2.22 Encourage parents' involvement in developing their children's digital citizenship.
- 2.23 Monitor student use of District technology resources.

#### **Students will:**

Students are responsible for reviewing and complying with the Acceptable Use of Digital Technology policy which is included in each school's Code of Conduct. This provides students with the following:

- Access to the District network
- Access to District software solutions
- Access to the internet
- Access to the school library catalogue
- Access to electronic file storage
- Access to printing



## DISTRICT PRACTICE 2700.2

### STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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#### 3. SECURITY

The District uses internet filtering and monitoring as a means of preventing access to material that is obscene, illegal and/or harmful to minors. This filtering applies to all devices accessing the internet through District technology resources, regardless of whether the devices are District-assigned or personally owned. If monitoring leads to the discovery that a student has failed to follow the policy and district practices, then a fair and reasonable investigation will be carried out. As a preventative measure, the following terms must be adhered to by students:

- 3.1 Students are only to access real-time messaging and online chat with the permission of the teacher. Students will not reveal their personal information (such as last name, home address, email address, images, school name, phone number or anything that personally identifies themselves) while in correspondence with unknown parties.
- 3.2 Students are responsible for reporting any inappropriate material they receive, or any material that makes them feel uncomfortable.
- 3.3 Students are prohibited from viewing, sending and accessing illegal material, or any other internet-based material that is inconsistent with the educational mission of the Rocky Mountain School District No. 6.
- 3.4 Students are prohibited from downloading inappropriate or illegal material.

#### 4. PERSONALLY OWNED COMPUTING/NETWORK DEVICES (BYOD)

- 4.1 Where applicable, appropriate virus-checking software must be installed, updated, and made active prior to any personally owned computing device being placed on the District's network.
- 4.2 Personal devices should be brought to school fully charged.
- 4.3 Students should avoid bringing peripheral devices, such as chargers and charging cables to school.
- 4.4 No device connected to the District's network will have software that monitors, analyzes, or may cause disruption to District technology resources.
- 4.5 The District is not responsible for any device or data loss, theft, damage or other associated costs of replacement or repair as a result of a student bringing their own device to school.
- 4.6 District employees will not be responsible for supporting or troubleshooting a student-owned device.
- 4.7 Students will take full responsibility for any personally owned device and will appropriately secure all devices when not in use.



**DISTRICT PRACTICE 2700.2**  
**STUDENT ACCEPTABLE USE OF**  
**DIGITAL TECHNOLOGY**

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**5. DISCIPLINARY CONSEQUENCES**

The District reserves the right to monitor and inspect all activities connected to District technology resources, including activities from personal devices. A search and investigation associated with any student's District-provisioned computer account will be conducted if there is reasonable suspicion that the terms of this district practice have been violated. Discipline for inappropriate use may include, but is not limited to, one or more of the following:

- Parents will be contacted and provided with the opportunity to be informed of, and defend or explain student misconduct.
- Temporary confiscation of the student's personally owned device(s) by school authorities.
- Revocation of access to District technology resources, including (but not limited to) internet access, wireless access, use of school and/or personal devices and printing;
- Disciplinary action according to applicable Board of Education policies.
- Legal action, according to applicable laws.

**6. EVALUATION**

Due to the dynamic nature and associated risks of digital technology, this practice will be reviewed and revised if necessary on an annual basis.



## ACCEPTABLE USE OF DIGITAL TECHNOLOGY Student & Parent Agreement

### To be returned to your school

Student Name (Print): \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

#### ACKNOWLEDGMENT AND RESPONSIBILITY OF THE STUDENT

I have discussed this agreement with my parents/guardians and I understand my responsibility to use District technology resources in a responsible manner to support my educational program. If I have questions or concerns about how to use a service or a digital device, I will ask my teacher for help before using the technology. I understand that if I engage in inappropriate activities, my access privileges may be suspended or removed and/or other disciplinary action or consequences may occur in accordance with the school Code of Conduct.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### ACKNOWLEDGMENT AND PERMISSION OF PARENT OR GUARDIAN

I have read the Student Acceptable Use of Digital Technology District Practice 2700.2 and Board Policy 2700 – Acceptable Use of Digital Technology. I have discussed the responsible use of District technology resources with my child to support their educational program. I acknowledge that my child understands the rules to follow in order to use these resources appropriately. I understand that in the event that my child engages in any inappropriate activities, that privileges to access school and District networks and devices may be revoked and other disciplinary action may result.

By signing this agreement, I give my permission for my child to use District technology resources to support their educational program. I also understand my right to revoke my permission at any time.

Parent or Guardian's Name (Print): \_\_\_\_\_

Parent or Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **POLICY 2750**

### **USE OF SOCIAL MEDIA**

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#### **POLICY**

The Board of Education welcomes the responsible use of social media platforms and recognizes the benefits of student and staff access to social media communication. The policy and district practices have been developed to provide students and staff with guidelines to understand the impact of social media and electronic communication and their appropriate uses to ensure safe communication practices.

While the intent of the Board of Education is to enhance educational opportunities for students, the Board of Education remains committed to responsible digital citizenship and to minimizing the risks associated with the use of electronic communications systems and access to social media.



## DISTRICT PRACTICE 2750 USE OF SOCIAL MEDIA

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### DEFINITIONS

**Social media** Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is Internet-based and gives users quick electronic communication of content..

**Electronic communications systems** includes all electronic devices and related processes used for the purposes of transmitting, retrieving and storing of voice, data, or graphic images. These devices include but are not limited to computers, servers, local area networks, intranets, the internet, email systems, online conferences, chats, blogs, videoconferences, cell phones, digital cameras, video cameras, fax machines, electronic tablets, and handheld devices.

**Digital citizenship** is defined as appropriate, responsible behaviour with regard to technology use.

**Digital footprint** is the data trace or trail left behind by someone's activity in a digital environment.

**Educational Purposes** are those purposes which directly support student learning as outlined in the prescribed learning curriculum mandated by the Ministry of Education.

### DISTRICT PRACTICE

#### 1. RESPONSIBILITIES OF THE STUDENT

In accessing electronic communication systems and social media applications, it is expected that the student will:

- 1.1 Sign the Acceptable Use of Digital Technology form on an annual basis, in order to gain access to, use of the District's electronic communications systems, and understand that compliance is a condition of access.
- 1.2 Demonstrate digital citizenship, both during and outside of school hours, by conducting all related activities in a responsible, ethical, legal and respectful manner in accordance with the school's Codes of Conduct and the Acceptable Use of Digital Technology policy and district practice.
- 1.3 Practice safe online behaviour and report any inappropriate communication (e.g. distribution of information harmful to others or information regarding a potentially dangerous situation that may threaten the safety of others).
- 1.4 Protect access to their individual network accounts by the use of a private, personal password, ensure that their personal password is not shared, and agree not to use the password of any other individual.

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**DISTRICT POLICY 2750** Use of Social Media

ADOPTED: DATE  
Amended:



**DISTRICT PRACTICE 2750**  
**USE OF SOCIAL MEDIA**

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- 1.5 Respect the privacy of others (e.g. students, staff, parents and community members), including but not limited to, the sharing of photos, videos, and personal information, without informed consent.
- 1.6 When using technology students should not disclose personal private information without informed knowledge of the use of that information. Personal and private information of others will not be disclosed under any circumstances.
- 1.7 Ensure that personal use of electronic communications systems neither interferes with, nor distracts from, their learning or the learning of others.
- 1.8 Students must consider the potential consequences of what they post online. What students contribute leaves a digital footprint for all to see. Students should only post what they would want friends, peers, parents, teachers, or a future employer to see.

**2. CONSEQUENCES**

- 2.1 Using the District network for purposes of electronic social media communication must be consistent with the terms outlined in this policy, the Acceptable Use of Digital Technology policy and district practice, and District and School Code of Conduct. Social media communication which violates these requirements may result in serious consequences including, but not limited to suspension from network access.

**3. RESPONSIBILITIES OF THE STAFF**

In accessing electronic communication systems and social media applications, it is expected that the employee will:

- 3.1 Practice safe online behaviour and report any inappropriate communication (e.g. distribution of information harmful to others or information regarding a potentially dangerous situation that may threaten the safety of others).
- 3.2 Employees should pay particular attention to the privacy settings for their personal social media page. They should also recognize that this does not create anonymity or guarantee that postings will not be shared more broadly and, as such, should adhere to school district policies.
- 3.3 Employees should not invite, or accept invitations from students to participate as “friends” on any social networking platform (this is not intended to interfere with a parent/guardian’s rights to monitor the online activities of their own child).

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**DISTRICT POLICY 2750** Use of Social Media

ADOPTED: DATE  
Amended:



**DISTRICT PRACTICE 2750**  
**USE OF SOCIAL MEDIA**

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3.4 As a District employee there is an expectation that staff act ethically and maintain the integrity, credibility and reputation of the profession ([Professional Standards for BC Educators Standard 2](#)). As a result, solutions that work for consumers, private corporations or home use are sometimes not suitable for use within a school district. Staff shall never misrepresent themselves online and always respect the rights and property of others, including intellectual property rights.

**4. CONSEQUENCES**

Employees are responsible for their electronic communications and for any content that they publish/post online, whether under the employee’s own name, an alias, or as anonymous, and must ensure that it complies with applicable laws, District policies and practices.

Willful disregard for privacy and security may result in disciplinary action up to and including termination.



**POLICY 2800**  
**WHISTLEBLOWER PROTECTION**

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**POLICY**

The Board of Education is committed to the highest standards of openness, honesty, and accountability. Employees are often the first to realize that there may be something seriously wrong within the District. The Board of Education encourages employees, acting in good faith, to report what the employee reasonably believes to be true and reasonably believes to be an improper activity by District officers or employees.

All employees, and others performing work on behalf of the District, are expected to conduct themselves in a professional manner, adhere to applicable laws and Board policies and practices that apply to their work activities in addition to demonstrating ethical behaviour in all their decisions and interactions.

The Board of Education expects employees, and others that the Board of Education deals with, who have serious concerns about any aspect of the District's operations with respect to potential evidence of wrongdoing, to come forward and voice those concerns.



## DISTRICT PRACTICE 2800 WHISTLEBLOWER PROTECTION

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### DEFINITIONS:

**Board of Education** the Board of Education of Rocky Mountain School District o. 6

**Employee** applies to all the Trustees, senior leaders, directors, and employees of the District as well as to all other stakeholders having an interest in the District including suppliers, consultants, and contractors.

**Good faith** is evident when a report is made without malice or consideration of personal benefit and the employee has reasonable basis to believe that the report is true.

**Reportable activity** is any unlawful, illegal, or inappropriate behaviour and can include:

- An unlawful act, whether civil or criminal
- Questionable accounting practices
- Falsifying District records
- Theft of cash, goods, services or time
- A dangerous practice likely to cause physical harm or damage to property
- Abuse of power or authority
- Retaliation for reporting under this Policy

This list is not all-inclusive but is intended to give an indication of the kind of conduct which may be considered as 'reportable activity'.

This does not include personnel actions taken in the course of conducting the District's business where such matters are most appropriately addressed by reference to the applicable collective agreement.

**Report** is an oral or written disclosure of information made through the processes described below.

### DISTRICT PRACTICE

#### 1. AUTHORITY

- 1.1 The responsibility for the day to day administration and enforcement of this policy rests with the Superintendent and the Secretary Treasurer as authorized by the Board of Education.
- 1.2 The provisions of this policy are independent of, and supplemental to, the provisions of the collective agreements between the District and its Unions relative to grievance procedures, and to any other terms and conditions of employment.



## DISTRICT PRACTICE 2800 WHISTLEBLOWER PROTECTION

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### 2. DUTY TO DISCLOSE

- 2.1 The Board of Education expects that an employee who is aware of any improper activity or wrongdoing will bring the matter to the attention of the District and give the District a reasonable opportunity to investigate and take corrective actions appropriate to the circumstance

### 3 PROTECTION OF EMPLOYEE AND EMPLOYER

#### Employee

- 3.1 Any employee who files a report or raises a concern under this policy will be protected if the employee:
- Provides the information in good faith;
  - Believes the information to be in good faith;
  - Does not act maliciously or make false allegations; and
  - Does not seek any personal or financial gain.
- 3.2 All reports under this policy will be handled with strict confidentiality and personally identifiable information from a report will be shared only to the extent necessary to conduct a complete and fair investigation.
- 3.3 If an employee files a report or raises a concern under this policy and district practice, the District will not retaliate against them in any manner, including dismissal or demotion, because of the reporting.
- 3.4 If an investigation reveals that the report was frivolously made or undertaken for improper motives or made in bad faith or without reasonable and probable basis, disciplinary action may be taken.

#### Employer

- 3.5 Nothing in this policy shall be deemed to diminish or impair the rights of the District to manage its employees under any policy or collective agreement; or to prohibit any personnel action which otherwise would have been taken regardless of the reporting of information.

### 4. REPORTING A COMPLAINT

- 4.1 Employees and stakeholders may submit a complaint about any reportable activity to the Superintendent or Secretary Treasurer at the District Administration Office, in writing via email or by written letter submitted in confidence.
- 4.2 It is important for employees or stakeholders making a complaint to understand that the investigation of a complaint will be most effective if they have provided their name and contact information when submitting a complaint.



## DISTRICT PRACTICE 2800 WHISTLEBLOWER PROTECTION

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### 5. INVESTIGATION

- 5.1 Upon receiving a complaint, the Superintendent or Secretary Treasurer will record the receipt of the complaint and determine whether the matter is, a reportable activity under this policy.
- 5.2 If the Superintendent or Secretary Treasurer determines that the complaint is legitimate reportable activity, they will open a file and commence an investigation.
- 5.3 The investigation generally will include, but will not be limited to, discussions with the reporting employee, the party against whom the allegations have been made and witnesses, as appropriate. Employees shall not obstruct or impede any investigation. Reasonable actions will be taken to prevent retaliation against anyone making a good faith report or participating in an investigation.
- 5.4 The Superintendent or Secretary Treasurer may enlist the Senior Leadership Team and/or outside legal, accounting or other advisors as appropriate, to assist in conducting any investigation. All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 5.5 The Superintendent or Secretary Treasurer will enlist the appropriate outside legal, accounting or other advisor to conduct any investigation, when investigating a senior leadership team member (including Principals and Vice Principals). All investigators shall be independent and unbiased both in fact and appearance. Investigators have a duty of fairness, objectivity, thoroughness and observance of legal and professional standards.
- 5.6 It is the obligation of all employees to cooperate in any investigation. Those responsible for the investigation will maintain confidentiality of the allegations and the identity of the person involved, subject to the need to conduct a full and impartial investigation and remedy any violations of law of the District's policies and practices.
- 5.7 If an investigation establishes that an employee has engaged in improper activity or reportable activity, the District will take immediate and appropriate corrective action.

### 6. ANNUAL REPORTING

- 6.1 The Superintendent shall submit to the Board of Education, in a closed meeting, an annual summary of actions taken under this policy. The summary will include reports received and acted upon during the school year, July 1 – June 30.



## POLICY 4110

### LEAVES EXEMPT EMPLOYEES

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#### **POLICY:**

The District provides all exempt employees (non-union employees) with short-term leave provisions providing for a full salary benefit for up to 120 days as a bridge to a long-term disability benefit. The District has defined leave eligibility criteria and administration applicable to exempt employees (non-union employees) personal services contracts.

**DISTRICT PRACTICE** 1100 POLICY DEVELOPMENT

**ADOPTED:**  
**Amended:**

**DISTRICT PRACTICE:**

The following leave provisions are for permanent and temporary exempt (non-union) employees except where outlined below.

**1. APPROVAL PROCESS**

To request leave under the provisions below, exempt employees must submit leave requests via Smart Find Express (SFE) in advance of the leave date (except sick leave).

Effective from August 1, 2021

**2. LEAVE PROVISIONS**

**2.1 Bereavement Leave – Immediate family**

Paid leave up to five (5) days for bereavement of immediate family. Two (2) additional days of leave may be approved for travel purposes. Immediate family is defined as spouse/common law partner, child, parent, sibling, grandchild or grandparent of the employee or the employee's spouse/common law partner. This leave must be coordinated with Human Resources at the time of the loss and taken within a reasonable timeframe.

**2.2 Bereavement Leave – Other**

Paid leave of one (1) day for bereavement of individual other than immediate family as outlined in 2.1.

**2.3 Compassionate Leave**

As per [Employment Standards Act](#), part 6, section 52.1, an employee is entitled to up to twenty-seven (27) weeks of unpaid leave to provide care or support to a family member.

For more information and how to apply for unpaid leave, refer to the [Government of British Columbia website](#).

**2.4 Critical Illness**

As per [Employment Standards Act](#), part 6, section 52.11, an employee may request unpaid leave to provide care or support to a family member:

- (a) Up to thirty-six (36) weeks to a family member who is under nineteen (19) years of age at the start of the leave;
- (b) Up to sixteen (16) weeks of unpaid leave to family member who is nineteen (19)

years of age or older.

For more information, refer to the [Government of British Columbia website](#).

## 2.5 Family Responsibility

As per the [Employment Standards Act](#), part 6, section 52, an employee is entitled to up to five (5) days unpaid leave during each employment year to meet responsibilities related to:

- (a) The care, health or education of a child in the employee's care, or
- (b) The care or health of any other member of the employee's immediate family

For more information, refer to the [Government of British Columbia website](#).

## 2.6 Illness to immediate family and medical dental appointments

Paid leave up to ten (10) days per school year for medical/dental appointment or illness to immediate family.

Immediate family includes parent, spouse/common law partner or dependent child of the employee or the employee's spouse/common law partner.

Paid leave is provided for the duration of a medical or dental appointment plus reasonable travel time. In SFE, employees are required to indicate the community where the appointment is located, the time of the appointment and the approximate duration. Efforts should be made to schedule appointments outside of instructional time wherever possible.

## 2.7 Jury duty/court subpoena

As per the [Employment Standards Act](#), part 6, section 55, an employee is eligible for paid leave for jury selection, as jury member or by subpoena. Documentation is required. For more information, refer to the [Government of British Columbia website](#).

## 2.8 Leave for voting (federal/provincial elections)

As per the [Canada Elections Act](#), section 132, every employee who is an elector is entitled, during voting hours on polling day, to have three consecutive hours for the purpose of casting their vote and, if their hours of work do not allow for those three consecutive hours, their employer shall allow the time for voting that is necessary to provide those three consecutive hours. The time that the employer shall allow for voting under subsection (1) is at the convenience of the employer.

As per the [Election Act](#) for British Columbia, part 6, division 1, section 74 (1), subject to subsections (1.1) and (1.2), an employee who is entitled to vote in an election, or who, on

registration, will be entitled to vote in the election is entitled to have four consecutive hours free from employment during voting hours for general voting.

### **2.9 Long-term disability**

Permanent employees are eligible to apply for long-term disability on the later of one hundred and seventeen (117) calendar days or one hundred and twenty (120) sick leave days. The long-term disability plan is underwritten by Desjardins (policy #647227). Applications for long-term disability should be made forty-five (45) to sixty (60) days after the first day of disability. Employee benefit premiums are fully paid by the District for one year. After one year of disability, employees may choose to continue benefit coverage (with carrier approval) by paying the full amount of the premium(s).

### **2.10 Maternity Leave**

As per [Employment Standards Act](#), part 6, section 50, pregnant employees can take up to seventeen (17) consecutive weeks of unpaid maternity leave. Maternity benefits only apply to the person giving birth.

For more information, refer to the [Government of British Columbia website](#).

#### **Supplemental employment benefits(SEB) on maternity leave**

An exempt employee, who is eligible to receive Employment Insurance (EI) benefits, is entitled to seventy-five percent (75%) of their current salary, less the amount of EI benefits for seventeen (17) weeks. SEB benefits only apply to the employee giving birth.

### **2.11 Parental Leave**

As per [Employment Standards Act](#), part 6, section 51, employees can take up to sixty-two (62) consecutive weeks of unpaid parental leave. Parental leave must begin immediately after maternity leave ends.

For more information, refer to the [Government of British Columbia website](#).

### **2.12 Paternity Leave**

Paid leave of up to three (3) days may be granted to the non-birth parent in the case of the birth of a child, adoption or legal guardianship.



**2.13 Serious Illness**

Paid leave up to five (5) days in the case of serious illness of an immediate family member. Serious illness shall be defined as an illness which the patient’s physician considers sufficiently critical to require the employee’s presence at the bedside. Immediate family includes spouse/common law partner, child or employee or spouse/common law partner, parent/guardian, sibling, grandparent and grandchild of the employee or of their spouse/common law partner.

**2.14 Sick Leave**

Paid sick leave is provided for intermittent and short-term sick leave up to the period of eligibility for long- term disability. Sick leave longer than five (5) days requires a District issued medical certificate to be completed by the employee’s physician.

**2.15 Statutory Holidays**

The District recognizes the following twelve (12) statutory holidays:

- |                              |                 |               |
|------------------------------|-----------------|---------------|
| New Year’s Day               | Family Day      | Good Friday   |
| Easter Monday                | Victoria Day    | Canada Day    |
| BC Day                       | Labour Day      | Thanksgiving  |
| Truth and Reconciliation Day | Remembrance Day | Christmas Day |
| Boxing Day                   |                 |               |

**2.16 Unpaid Leave**

Unpaid leave may be granted after all other paid leave provisions have been exhausted. Unpaid leave must be requested through your supervisor, in advance, and will be reviewed by Human Resources.

**2.17 Vacation**

The calendar year for the purposes of vacation is September 1 to August 31. Non-school based employees are entitled to annual vacation as follows:

- (a) Four (4) weeks after one (1) year of continuous service;
- (b) Five (5) weeks after six (6) years of continuous service;
- (c) Six (6) weeks after twelve (12) years continuous service.



## DISTRICT PRACTICE 4110

### LEAVES EXEMPT EMPLOYEES

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As per the Public Sector Employment regulations, no employee is permitted to carry over more than ten (10) days of accrued vacation past August 31.

The District has the right to amend at any time and without notice for leave provisions not contained in an employee's personal services contract. All questions about leave provisions should be directed to the Human Resources manager.

**POLICY 4110 LEAVE PROVISIONS EXEMPT EMPLOYEES**

**REFERENCES:** Employment Standards Act, Canada Elections Act, Election Act for British Columbia

**ADOPTED:**

**Amended:**



**POLICY 4200**  
**PERSONAL PROPERTY**

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**POLICY:**

The District shall reimburse employees for the loss of, or damage to, personal property used in the carrying out of their duties if the employee's supervisor or principal had prior knowledge of, and approved of, the use of the personal property.



**DISTRICT PRACTICE 4200**  
**PERSONAL PROPERTY**

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**DISTRICT PRACTICE:**

1. Employees are encouraged **NOT** to keep personal property in District facilities.
2. Employees may park in designated areas on District property but do so at their own risk. The cost of damage to vehicles parked on District property during the regular work day will not be reimbursed by the District.
3. The District may consider reimbursement of the cost of damage to an employee's vehicle that occurs after normal working hours while the employee is supervising a special event, to the minimum deductible offered by ICBC or the actual cost, whichever is the lesser.
4. The limit of liability of the District for personal property lost or damaged shall be three hundred dollars (\$300.00).
5. Payment to the employee shall be made upon submission of a receipt covering the cost of repairs or replacement.



**POLICY 4410**  
**MANAGEMENT OF UNION**  
**GRIEVANCES**

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**POLICY:**

The Board of Education believes that the effective management of grievances plays an important role in contributing to a positive labour relations climate in the District and to the administration of the District's collective bargaining agreements.

**DISTRICT PRACTICE 4410** MANAGEMENT OF UNION GRIEVANCES

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 4410

### MANAGEMENT OF UNION GRIEVANCES

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#### DEFINITIONS

**Grievance** is a complaint related to the interpretation or application of a collective agreement provision. Collective agreements form the employment contract for unionized employees.

**Grievance process** is a prescribed and orderly process and is established by the collective agreement to resolve grievances. Grievances are generally filed by the union on behalf of the employee(s). Conversely, a policy grievance deals with issues that may affect all employees and do not have a specific employee griever.

#### DISTRICT PRACTICE

##### 1. RESPONSIBILITY AND AUTHORITY

- 1.1 The Assistant Superintendent is responsible for the interpretation, application, and administration of collective agreements. The Assistant Superintendent may delegate grievance coordination to other members of the human resources staff consistent with their positions.

##### 2. GRIEVANCE PROCESSES

- 2.1 Occasionally, members of the senior leadership team are called upon to deal with problems, complaints, and differences of opinions. When these come from the interpretation, application, or operation of one of the school district's collective bargaining agreements, then a (collective agreement) grievance may result. Each collective agreement provides for a specific grievance procedure that involve various levels of senior leadership representatives at different steps of the process.

##### 3. GRIEVANCE MANAGEMENT IN-SERVICE TRAINING

- 3.1 The human resources department will periodically offer an in-service training program for effective grievance management. Contact the human resources department for more information.

##### 4. MANAGING GRIEVANCES, PHILOSOPHY & RESPONSIBILITIES

**POLICY 4410** GRIEVANCE MANAGEMENT  
**ADOPTED: DATE**  
**Amended:**

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## DISTRICT PRACTICE 4410

### MANAGEMENT OF UNION GRIEVANCES

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- 4.1 The District desires differences be resolved before they become grievances or at the lowest possible step of the grievance procedure.
- 4.2 Employer representatives participating at step 1 or 2 of the grievance procedure, are responsible for ensuring that no new contractual undertakings are agreed upon, implicitly or explicitly, by their independent action or inaction when managing a grievance resolution. This includes resolutions which would change past practices, amend past interpretations of the contract or increase costs or pay beyond that in place prior to the grievance.
- 4.3 “Without prejudice” resolutions occurs where a union representative is involved and agrees to not make reference to such resolutions in any other forum now or in the future, can be a useful resolution tool.
- 4.4 Grievance meetings shall be conducted in a business-like manner. No representative from either side should engage in disrespectful conduct nor be subjected to intimidating behavior. If such conduct occurs, then the meeting may be adjourned.
- 4.5 Grievances are intended to be a constructive way to address contractual issues. No retaliatory action is to be taken against employees or union representatives because they have grieved or represented other members of the union in the grievance process.

### 5. THE NEED FOR EFFECTIVE COMMUNICATIONS AND RECORDS

- 5.1 Effective communications and district-wide consistency are an integral part of the effective management of grievances. Employer representatives attending grievance meetings will ensure that notes are taken regarding the meeting and discussions are captured in a manner that can be understood by a third party.
- 5.2 During a grievance meeting, management representatives will allow the employee or union representatives to present their views and ask questions so the employer representative can fully understand the union’s view as to who, when, where, why, and what specifically happened.
- 5.3 There is no need to make a grievance decision at the meeting. The grievance procedure allows time to consult, gather additional information, and reflect on the grievance after the meeting has been concluded



## DISTRICT PRACTICE 4410

### MANAGEMENT OF UNION GRIEVANCES

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#### 6. INFORMED DECISION-MAKING

- 6.1 Management representatives dealing with a grievance must contact an appropriate human resources manager to ensure application of relevant legislation, past practices, existing interpretations, and past resolutions, or if they require any other assistance.
  
- 6.2 The jurisdiction for the direct handling of grievances on behalf of the District often shifts as the grievance moves through the various steps. A management representative responsible for one of the early steps in the process is encouraged to consult, prior to the grievance meeting or prior to rendering a grievance decision, with the person responsible for the next step in the grievance procedure.



## POLICY 4500

### ROLE OF THE SUPERINTENDENT

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#### **POLICY:**

The Superintendent of Schools is the chief education officer of the School District No. 6 (Rocky Mountain). They are responsible for carrying out the Board of Education's objectives, administering its policies, and providing leadership in organizational and educational administration and instructional practice in the District.

The Superintendent is also responsible for ensuring compliance with the [School Act](#), [regulations](#) and related [ministerial orders](#).

#### **1. RESPONSIBILITIES**

As the chief education officer and, except as otherwise provided by law, the Superintendent:

- 1.1 Develops and implements policies, regulations, and procedures to effectively administer the District.
- 1.2 Ensures the Board of Education is informed of the operation of the District and provides such reports as the Board of Education may require to ensure the district is being managed in an effective and efficient manner.
- 1.3 Coordinates the operation of District departments, and delegates functions and responsibilities as required so that:
  - (a) Effective educational, business, and general operational practices are in place and are regularly supervised, monitored and adjusted to achieve success.
  - (b) Processes are in place to identify, recruit, evaluate, and support staff in leadership positions in order to establish and maintain a high quality district team.
- 1.4 Establishes and maintains positive professional relationships with internal and external groups and agencies in order to build effective partnerships in support of public education and a strong community-wide commitment to student success.

The specific enumeration of the responsibilities of the superintendent of schools as detailed above will not act to limit the Board of Education authority and responsibility of the office.

REFERENCES: *School Act*, [Section 22](#) , *School Regulation* [Section 6](#)

ADOPTED: DATE  
Amended:



## POLICY 4550

### ROLE OF THE SECRETARY TREASURER

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#### **POLICY:**

The Secretary Treasurer is the chief financial officer (CFO) of the Board of Education School District No. 6 (Rocky Mountain) and is responsible for carrying out the Board of Education's objectives, administering its policies, and providing leadership in organizational and business operations in the District.

The Secretary Treasurer is also responsible for ensuring compliance with the [School Act](#), [regulations](#) and related [ministerial orders](#).

#### **1. RESPONSIBILITIES**

As the chief financial officer and except as otherwise provided by law, the Secretary Treasurer:

- 1.1 Shall be the chief financial officer to the Board of Education.
- 1.2 Shall be responsible to the Superintendent of Schools for effective and efficient business operations.
- 1.3 Shall be the corporate secretary to the Board of Education including recording of board proceedings and provision of security as per [Section 23](#) of the *School Act*.
- 1.4 Shall comply with financial administration procedures prescribed by the Ministry of Education, the Ministry of Finance, and provincial and federal legislation.
- 1.5 Shall ensure a capital and site acquisition action plan is current.

REFERENCES: *School Act* [Section 23](#), *School Regulation* [Section 7](#)

ADOPTED: DATE  
Amended:



## POLICY 4600

### ROLE OF THE ASSISTANT SUPERINTENDENT

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#### **POLICY:**

The Superintendent of Schools will assign responsibilities to the Assistant Superintendent regarding District and school operations, the achievement of Board of Education's goals, and defined District priorities.

1. As a member of the District's senior leadership team, it is expected that the Assistant Superintendent remain current with best educational practices while promoting a high standard of professional leadership, effective relationships, and a commitment to success for all students.

#### **2. RESPONSIBILITIES**

The Assistant Superintendent will:

- 2.1 Support leadership development in schools.
- 2.2 Supervise an area/zone of schools.
- 2.3 Assist schools and their communities in resolving issues.
- 2.4 Work with school level leadership to develop, monitor, and adjust schools plans.
- 2.5 Assume portfolios as delegated by the superintendent.
- 2.6 Act on behalf of superintendent when the superintendent is unavailable.
- 2.7 Perform such other duties as assigned by the superintendent.

Immediate supervisor: Superintendent of Schools



**POLICY NO. 4700**

**ROLE OF THE DIRECTOR OF INSTRUCTION**

**POLICY:**

As a member of the senior leadership team, the director is responsible for providing leadership direction on all matters related to learning and programming as outlined in the position title.

The director is responsible for supervision of professional and support staff within their department. In addition to the director's key role as a member of the senior leadership team, it is essential that the director maintains close contact with the school administrators in order to support effective instructional and assessment practices and to build individual and school capacity. The director is expected to work closely with other directors of instruction and other senior education staff to ensure quality service in schools throughout the district.

The director is expected to participate as a member of the senior leadership team in the District, and to provide expertise in meeting the Board's goals and other duties as outlined in [section 5](#) of *School Regulation*.

**1. RESPONSIBILITIES**

The director of instruction will:

- 1.1 Establish and manage a schedule for program implementation and review to ensure high quality instruction and assessment K-12.
- 1.2 Provide guidance to helping teachers and district principals so that the district's resources are supporting school improvement and overall capacity building in a highly effective manner.
- 1.3 Provide leadership in program planning, development and implementation.
- 1.4 Develop long-range plans, educational program goals and budgets, and ensure that expenditures are within budgets for accounts for which the director has jurisdiction.
- 1.5 Through a variety of means, provides leadership in the community to ensure public understanding and effective community relationships concerning education.
- 1.6 Act as a resource to school administrators in the supervision of instruction.
- 1.7 Foster supportive and creative climate within their Department, in schools and between schools and district staff.

**REFERENCES:** [section 5](#) of School Regulation.

**ADOPTED: DATE**  
**Amended:**



**POLICY NO. 4700**

**ROLE OF THE DIRECTOR OF  
INSTRUCTION**

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1.8 Work with senior district staff to review, monitor and promote district-wide initiatives and practices.

1.9 Perform such other duties as required by the superintendent.

Immediate supervision: superintendent of schools

REFERENCES: [section 5](#) of School Regulation.

ADOPTED: DATE

Amended:



## POLICY 4800

### ROLE OF THE PRINCIPAL / VICE PRINCIPAL

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#### **POLICY:**

As a member of the district leadership team, the principal/vice principal is responsible for providing leadership direction on all matters related to curriculum, educational programs, and/or support for students with special needs.

Additionally, the principal/vice principal is responsible for the supervision of professional and support staff within their school, the leadership and support effective instructional and assessment practices and to build both individual and school staff capacity.

The principal/vice principal is expected to participate as a member of the district leadership team and to provide expertise in meeting the Board's goals and other duties as outlined in [section 20](#) of the *School Act* and [section 5](#) of *School Regulation*.

#### **1. RESPONSIBILITIES**

The principal/vice principal will:

- 1.1 On a yearly basis, develop with staff, parent advisory councils, school planning councils and students (where appropriate), school goals consistent with district and ministry goals.
- 1.2 On a yearly basis, inform parents that they have a right to participate in the existing parent advisory council (or that they have the right to form one if one does not exist).
- 1.3 Maintain effective interpersonal relationships, particularly related to the decision-making process. This includes:
  - (a) eliciting commitment to decisions;
  - (b) establishing expectations involving individuals and groups;
  - (c) challenging and constructively criticizing;
  - (d) solving problems;
  - (e) listening, responding; and
  - (f) communicating effectively (both verbally and in writing).
- 1.4 Ensure that the approved curriculum (i.e. locally developed) is appropriately taught in the school and that the prescribed curriculum (required by the ministry) is interpreted and implemented appropriately.

REFERENCES: [section 5](#) of *School Regulation*. [section 20](#) of the *School Act*

ADOPTED: DATE  
Amended:



## POLICY 4800

### ROLE OF THE PRINCIPAL / VICE PRINCIPAL

- 
- 1.5 Establish and maintain positive relations with the parents and the community, ensuring two-way communication.
  - 1.6 Display expertise in organization and management, including the provision of an environment which is safe, healthy, and well disciplined.
  - 1.7 Demonstrate effective management of school buildings, grounds, equipment, supplies, budgets, and funds for which he/she is accountable.
  - 1.8 Demonstrate a working knowledge and compliance with the School Act and Regulations, Ministerial Orders, Board of Education policy and practice, collective agreements, and administrative directives.
  - 1.9 Demonstrate competence in human resources management, including participation in the selection and assignment of personnel and staff supervision.
  - 1.10 Maintain an effective working relationship with school-based and district staff.
  - 1.11 Demonstrate sound labour practices in keeping with applicable statutes, policies, regulations, agreements, and directives.
  - 1.12 Demonstrate a commitment to personal and professional growth and facilitate the professional growth and development of school staff.

## 2. ABSENCES OF PRINCIPAL

- 2.1 In the absence of the principal, the vice principal shall assume the duties of the principal.
- 2.2 If there is no vice principal, a staff member recommended by the principal may be appointed to undertake the principal's duties, subject to the approval of the Superintendent.
- 2.3 Remuneration for the position of principal will take effect from the tenth consecutive day of the principal's absence retroactive to the first day. The increase in pay for that period of time shall be based on the principal's employment plan.

REFERENCES: [section 5](#) of School Regulation. [section 20](#) of the *School Act*

ADOPTED: DATE  
Amended:



**POLICY 4800**

**ROLE OF THE PRINCIPAL / VICE  
PRINCIPAL**

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Immediate supervisor: superintendent of schools

REFERENCES: [section 5](#) of School Regulation. [section 20](#) of the *School Act*

ADOPTED: DATE

Amended:



## POLICY 5000

### STUDENT ENROLLMENT

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#### **POLICY:**

In British Columbia, children between the ages of 6 and 16 must go to school or they can study at home. Children who live in B.C. can access an education program at a public school for free, a private independent school, or study at home.

[Part 2 and 3 of the School Act](#) outlines the requirements for enrollment in a B.C. Education program.



## DISTRICT PRACTICE 5000

### STUDENT ENROLLMENT VERIFICATION OF BC RESIDENT STATUS

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#### **DISTRICT PRACTICE:**

To be eligible for provincial funding for a student, Boards of Education must ensure that:

- (a) The parents or legal guardians are “ordinarily resident” in BC
- (b) The student is enrolled in the District.

\*Non-resident Out-of-Province/International Students are not eligible for funding.

#### **ENROLLMENT VERIFICATION PROCEDURE**

1. Prior to registering a new student, always take a photocopy of the birth certificate or passport of the student for the student file, to verify the age of the student.
2. Establish BC residency as follows:
  - 2.1 Have the parent or legal guardian fill out the school registration form in its entirety:
    - (a) Ensure that the registration form includes physical and mailing address and all necessary contact information;
    - (b) Make a copy of BCMSP (Care Card) record and place in the student file.
  - 2.2 If the family is new to the area and not known to the school, also make a copy of one of the following documents and place it in the student file:
    - (a) Parent or legal guardian’s BC Drivers’ license showing the local address;
    - (b) Utility bill; or
    - (c) Document verifying ownership or long term lease or rental of a dwelling.
  - 2.3 If the family cannot produce a BC Care Card for the student, have the parent or legal guardian provide proof of application for BCMSP (Care Card) and two items from the below list, copied and placed in the student file:
    - (a) Provincial drivers’ license showing the local address;
    - (b) Utility bill;
    - (c) Document verifying ownership or long term lease or rental of a dwelling; and
    - (d) Income tax return or notice of assessment verifying BC residence.
3. Use the district enrolment checklist to assist in determining “ordinarily resident” status in every case when a student is not a Canadian citizen or has relocated to BC from another province, and consult with the superintendent in these cases as required.

**DISTRICT PRACTICE 5000** Student Enrollment Verification of Residency  
**FORM 5000** VERIFICATION OF BC RESIDENT STATUS

**REFERENCES:** [Part 2 School Act](#); [K-12 Regular Enrolment Audit Program, Ministry of Education](#)

**ADOPTED: DATE**

**Amended:**



**POLICY 5050**  
**STUDENT TRAVEL FOR WORK**  
**EXPERIENCE**

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**POLICY**

The Board of Education encourages students to participate in a variety of planned work-related experiences as part of the students' career development. The Board recognizes that most of these experiences will take place away from school and that it will be the responsibility of the student to make travel arrangements to the work experience.

**DISTRICT PRACTICE 5050 STUDENT TRAVEL FOR WORK EXPERIENCE**

**ADOPTED: November 2001**

**Amended: November 2008, December 2018**



## DISTRICT PRACTICE 5050

### STUDENT TRAVEL FOR WORK EXPERIENCE

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#### DEFINITIONS

Transportation to the work site is defined as transportation for the purpose of:

- (a) An interview with an employer.
- (b) Job placement.
- (c) Meetings with the employer for evaluative or other similar purposes related to a job placement.

#### DISTRICT PRACTICE:

1. Students are responsible for making their own unsupervised travel arrangements to and from the work site based on the written consent of a parent or legal guardian.
2. The above permission is also required if the student travels to interviews before the work study/work experience program agreement is signed.
3. This district practice does not authorize students to transport other students to work experience activities.
4. Parents have the responsibility to provide for, monitor and approve transportation for their children.
5. Special notice should be given to students with special needs and travel arrangements and supervision should reflect those students' needs.
6. A vehicle used by a student must have a minimum of \$1,000,000 third party liability insurance and must be in good working order.

Note: WorkSafe BC insurance does not cover student travel from home to the work site but covers travel from school to the work site and back.



**POLICY 5100**  
**STUDENT SAFETY**

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**POLICY**

The safety of students shall always be a primary concern at school, and during all school-sanctioned activities. Appropriate adult supervision of students is to be in place during the school day and while students are participating in other activities such as field trips. In addition, special attention shall be given to the following:

- (a) Maintaining a safe school environment through semiannual inspections of all buildings and grounds.
- (b) Observation of safe practices on the part of school personnel and students, particularly during curricular and extracurricular activities which offer special hazards.
- (c) Requiring students to wear appropriate protective equipment.

Each Principal shall be responsible for the supervision of safety within their school.

**DISTRICT PRACTICE 5100 STUDENT SAFETY**

**ADOPTED: March 1999**

**Amended: December 2003, June 2007, June 2019**



## DISTRICT PRACTICE 5100

### STUDENT SAFETY

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#### **DISTRICT PRACTICE**

1. To reduce the risk of injuries when students are participating in alpine skiing, snowboarding, ice activities, rock climbing, or cycling:
  - 1.1 All students, Kindergarten to Grade 12, participating in alpine skiing, snowboarding, rock climbing, or cycling will be required to wear an appropriately fitting helmet that is suitable for the activity.
  - 1.2 All students, Kindergarten to Grade 12, participating in ice activities, will be required to wear an appropriately fitting helmet. In the case of games such as broomball, hockey, and ringette, the helmet must be fitted with a cage or full-face visor. Appropriately, designed protective headgear is acceptable for curling.
  - 1.3 Helmets may be provided by parents/legal guardians or may be rented at the recreation site, where available.
  - 1.4 The wearing of appropriate safety equipment for specific activities applies to adult supervisors, including parent volunteers, as well as to students.
2. In the case of an accident or injury, the staff shall:
  - 2.1 Render necessary first aid.
    - (a) Before treating minor injuries in school, school personnel should first determine if there are any allergies that may affect the child's treatment.
    - (b) If a child sustains a significant impact to the head or body, it will be treated as a potential concussion and the appropriate District Practice will be followed.
    - (c) The injury and first aid provided shall be recorded in the school's first aid book.
  - 2.2 Contact the parent or legal guardian.
  - 2.3 Contact medical assistance as required.
    - (a) Where a parent/legal guardian authorizes it or in their absence, where the principal or designate deems it necessary, the principal or designate may authorize transportation of the student to a medical clinic or hospital. Where the injury is suspected to be of a serious nature, transportation must be by ambulance. The parents will assume the costs of ambulance transportation.
    - (b) The District will assume financial responsibility arising from the transportation of a student by a District employee to a medical clinic or hospital.
  - 2.4 Call the superintendent and report any serious injury or accident to a member of senior staff.
  - 2.5 Complete an online Schools Protection Program Report as soon as possible.

**POLICY.5100** STUDENT SAFETY

**ADOPTED: March 1999**

**Amended: December 2003, June 2007, June 2019**



## POLICY 5300

### STUDENT THREAT ASSESSMENT

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#### **POLICY:**

The Board of Education requires that all threats or potential threats be treated seriously. All threats will be assessed, and appropriate interventions and disciplinary actions taken in accordance with this policy and associated district practice.

**DISTRICT PRACTICE** 5300 STUDENT THREAT ASSESSMENT  
**FORM** 5300 VTRA STAGE 1-2

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 5300

### STUDENT THREAT ASSESSMENT

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#### DEFINITIONS

**Assault** is any willful action that inflicts injury upon another student or staff member.

**Violence** is any intentional words or actions meant to provoke another or to retaliate, that can escalate and result in injury. Threats of suicide are considered acts of violence.

**Risk** is when a direct threat has not been made, but there has been increasing violent ideation or behaviours that suggest the frequency or intensity of violence or violence potential may be escalating.

**Threat** is a statement suggesting intent to inflict harm or injury on a student or staff member. Threats also include words or actions used to intimidate, harass or bully other persons or the presence of a weapon or imitation weapon.

**Threat assessment** is the process of determining if a threat maker actually poses a risk self or to the target(s) they have threatened. Multidisciplinary teams engage in a data collection process, through structured interviews, to determine initial levels of risk that may be posed and plan necessary risk-reducing interventions.

**Threat maker** is someone who utters, writes, emails, etc., a threat to kill a target or targets

#### DISTRICT PRACTICE

1. Trained multidisciplinary teams at both the school and district level will use the protocol for dealing with high-risk student behaviours when responding to threats.
2. At the beginning of each year, schools must review the threat assessment policy and district practice with all staff and students, the school Parent Advisory Council, and with parents/guardians through the school newsletter in order to provide fair notice that each threat will be taken seriously.
3. Students and staff who become aware of a threat are to inform the principal or vice principal immediately.
4. The principal/vice principal is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school discipline policy and district practice as appropriate to the situation, or by taking any other immediate action deemed necessary to ensure student and staff safety.
5. The school threat assessment coordinator is to be notified of all threats or violent situations and will coordinate the school's threat assessment procedures.

**POLICY No.** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**ADOPTED: DATE**  
**Amended:**

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## DISTRICT PRACTICE 5300

### STUDENT THREAT ASSESSMENT

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6. The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan. Suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the suspension policy and district practice until an adequate intervention plan can be implemented appropriately.
7. School threat assessment teams will be formed to assess intervention needs, based on the level of the threat, consult with outside experts, and provide intervention recommendations to the school threat assessment coordinator and to the principal.
8. When the threat assessment protocol is activated, a designated threat assessment team member will notify parents/guardians. Whenever possible, parents/guardians should be an integral part of the risk assessment process.
9. For serious threats requiring significant interventions and protection of students and/or staff, the district threat assessment team consisting of the district threat assessment coordinator, the Aboriginal education coordinator, the child and youth mental health Psychologist, a trained RCMP liaison officer and a school-based principal other than the principal of the school where the threat occurred is to be notified.
10. The RCMP officer in charge of the local community police office should be contacted prior to requesting a police investigation.
11. The district threat assessment team will meet with the school threat assessment coordinator and one other member of the school threat assessment team to review the incident, assess the threat intervention needs, and make recommendations for intervention planning to the school principal for action and the superintendent of schools for information.
12. The resulting assessment report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.
13. If students are suspended for threat containment purposes for up to and including 10 school days as per policy and district practice 5850 Student Suspension until the threat assessment is completed, then interim counselling and support services are to be provided as appropriate when students are suspended for up to and including 10 days to ensure student safety and well-being. Any recommended suspensions over 10 school days will be referred to the Board of Education as per policy and district practice 5850 Student Suspension.
14. Schools are to report all threats involving threat assessment procedures to the school-based health and safety committees, the District health and safety committee, and the Board of Education outlining the incident, the assessed threat level, actions and interventions taken and planned;
15. Communication with the media will be done solely through the superintendent's office.

**POLICY No.** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**ADOPTED: DATE**  
**Amended:**

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## **POLICY 5400**

### **ADMISSION OF INTERNATIONAL STUDENTS**

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#### **POLICY**

The Board of Education supports and encourages admission of international students at no cost to the District and British Columbia taxpayers.

**DISTRICT PRACTICE 5400 ADMISSIONS INTERNATIONAL STUDENTS**  
**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: June 1997**  
**Amended: November 1999, June 2007, January 2014**



## DISTRICT PRACTICE 5400

### ADMISSIONS OF INTERNATIONAL STUDENTS

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#### **DISTRICT PRACTICE**

1. An exchange student is one involved in a reciprocal exchange (i.e. equal numbers of incoming and outgoing on a district basis, whether arranged through the Ministry of Education or an outside agency). The Board receives fiscal funding for this student and tuition fees would not be charged.
2. Any other incoming student not involved in a reciprocal exchange on a District basis would be considered an “international” student. The Ministry of Education will not pay direct operating costs for international students nor share in any tuition fee revenue received by the Board.
3. The tuition fee charged for attendance in District programs will be based on guidelines recommended by the superintendent and staff responsible for the program and approved by the Board. The fees will include an amount for home stay, medical insurance, school fees, airport pickup, and other approved program costs. A portion of the tuition fee, as approved by the senior staff, may be refunded if a student leaves the program early or is sent home.
4. Written acceptance of admission of international students to schools is to be given by the superintendent or designate.
5. International students admitted to the District must meet Immigration, Refugees and Citizenship Canada (IRCC) criteria to study in Canada. Students admitted for periods of six months or more and/or students requiring a visa to travel to Canada must successfully apply and be approved for a study permit prior to arrival. Qualifying students admitted for fewer than six months may not require a study permit and can arrive and be admitted with visitor’s status. The international education manager or designate shall make a photocopy of the student’s passport including stamps and inserts relevant to the student’s immigration status for the student’s file.



**POLICY5600**  
**CUSTODY OF CHILDREN AND**  
**EDUCATIONAL INFORMATION**

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**POLICY**

Personal contact of a student at school is the right of the custodial parent or legal guardian. The non-custodial parent who has access rights, or joint guardianship, also has the right to make inquiries and to be given information as to the health, education, and welfare of the child.

**DISTRICT PRACTICE 5600 CUSTODY OF CHILDREN AND EDUCATION INFORMATION**

**REFERENCES:** School Act, Sec. [7](#), [8](#), [9](#), [11](#). [Family Relations Act](#)., Harris & Company "Guidelines for School Admin: The Rights of Parents on Separation and Divorce".

**ADOPTED:** March 1998

**Amended:** November 2007, June 2020



**DISTRICT PRACTICE 5600**  
**CUSTODY OF CHILDREN AND**  
**EDUCATIONAL INFORMATION**

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**DISTRICT PRACTICE**

Practices to be followed by the principal or their designate are as follows:

1. Establish which parent/guardian has custody. When parents are living separate and apart, the parent who usually has care and control of the child is the guardian of the child unless a court order otherwise states, or the mother and father make a written agreement between them which provides that one of them is the sole guardian.
2. School administrators are entitled to rely on the information concerning guardianship, custody, access and usual care and control of the child which is provided to the school at the time of initial registration. If there is a change in the legal status of the parents, it is up to the parents to bring it to the attention of the school and provide the documentation to support the change.
3. If the non-custodial parent demands information regarding the child's education, including teacher interviews, that parent must give proof of reasonable access or joint guardianship, such as a court order. The principal or their designate must obtain a copy of the proof for the student's file. If the non-custodial parent has such proof, then provide information as requested. If the non-custodial parent cannot provide evidence, do not provide any information.
4. If school administrators have any questions as to the validity or meaning of an order or separation agreement, they should seek advice from District staff or legal counsel rather than relying on any representation from the person providing the order or agreement.
5. Normally provide personal contact only to the custodial parent/guardian. However, in situations where compatible arrangements can be made between the estranged spouses and the principal, the principal can use their discretion in granting personal contact with the student to the access parent/guardian. In antagonistic situations where the custodial parent/guardian and non-custodial parent do not get along, the principal should abide by the wishes of the custodial parent/guardian, and advise the access parent/guardian to either convince the custody parent/guardian to alter their point of view, or resort to the courts to specify the degree of access.

**POLICY 5600 CUSTODY OF CHILDREN AND EDUCATION INFORMATION**

**REFERENCES:** School Act, Sec. [7](#), [8](#), [9](#), [11](#). [Family Relations Act.](#), Harris & Company "Guidelines for School Admin: The Rights of Parents on Separation and Divorce".

**ADOPTED:** March 1998

**Amended:** November 2007, June 2020



## DISTRICT PRACTICE 5950 NURSING SUPPORT SERVICES

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### **DISTRICT PRACTICE**

Nursing support services is a range of in-school health support intended to facilitate safe, consistent care, and appropriate health support services for school-aged children and youth with special health care needs.

#### **1. NURSING SUPPORT SERVICES**

Provided that parents/guardians have provided consent for nursing support services, the Board of Education, the Ministry of Children and Family Development, the Interior Health Authority, and contracting nursing agencies will co-ordinate the following services:

- 1.1 Consultation and collaboration for relevant stakeholders, service planning, service delivery and monitoring of children and youth with special health care needs.
- 1.2 Nursing assessments of school-aged children to determine their eligibility for nursing support services delegated or direct nursing care.
- 1.3 Individualized school health care plans based on a nursing assessment of the child or youth's health care needs. Plans are collaboratively developed with the families and involved health care providers.
- 1.4 Assessment, training, competency checks, and monitoring of non-nurse school staff performing delegated nursing tasks when required and in accordance with the College of Registered Nurses of BC Practice Standard, delegating tasks to unregulated care providers".
- 1.5 Provision of direct nursing care for students identified by nursing support services coordinators, as having health care needs that are best addressed in this manner.

#### **2. DISTRICT OBLIGATIONS**

District obligations under the agreement include:

- 2.1 Identify and refer students with special health care issues to nursing support services.
- 2.2 Facilitate appropriate training and monitoring of school personnel by nursing support service coordinators.
- 2.3 Provide access and space to allow the safe provision of support services for students with special health care needs.
- 2.4 Include nursing support coordinators in a student's individual education planning process when appropriate.

**POLICY No.** <INSERT HYPERLINK>

**REFERENCES** Protocol Agreement: Nursing Support Services for Children and Youth with Special Health Care Needs; Ministry of Education and the Ministry of Children and Families  
CRNBS Standards of Practice Delegating Tasks to Unregulated Care Providers

**ADOPTED: January 2015**

**Amended:**



- 2.5 Individual school health plans will be completed in addition to the individual education plans.

### **3. DELEGATED NURSING TASKS AND DIRECT NURSING SERVICES**

- 3.1 The responsibility for the practice of nursing cannot be delegated. The nurse is responsible for all assessment, determination of client status, care planning, interventions and care evaluation.
- 3.2 Under certain conditions, a nurse may delegate selected tasks for a specific client to an unregulated care provider.
- 3.3 An unregulated care provider may include but are not limited to, resident care attendants, home support workers, mental health workers, teaching assistance and community health representatives.
- 3.4 Nurses may delegate tasks (not functions) to unregulated care providers
  - (a) A task is defined as a function that has clearly defined limits and may be either a restricted activity or a nursing activity that is not a restricted activity.
  - (b) A function is defined as care intervention that includes assessing and deciding to perform the function, planning and implementing the care and evaluating and managing the outcomes of care.

### **4. TRAINING**

- 4.1 The unregulated care providers within the education setting must have sufficient training, supervision (both direct and indirect), and support to perform the delegated task safety.

Training may include online modules, video modeling, direct observation and practice, formal assessment as determined by the nurse.
- 4.2 Agencies and unregulated care providers share accountability with nurses for safe delegation and can provide only tasks outlined in the delegation training and in the student nursing support health plan.
- 4.3 Training will be recorded on the nursing support services record of trained caregivers as per nursing support standards of practice.

**POLICY No.** <INSERT HYPERLINK>

**REFERENCES** Protocol Agreement: Nursing Support Services for Children and Youth with Special Health Care Needs; Ministry of Education and the Ministry of Children and Families

CRNBS Standards of Practice Delegating Tasks to Unregulated Care Providers

**ADOPTED: January 2015**

**Amended:**



## DISTRICT PRACTICE 5950

### NURSING SUPPORT SERVICES

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#### 5. ROLES AND RESPONSIBILITIES

- 5.1 The parent(s)/guardian(s) is to provide the school with updated medical documentation regarding the student's medical condition and consent for nursing support services.
- 5.2 The school administration will:
  - (a) Advise all relevant staff of the individual school health plan
  - (b) Facilitate training of relevant school staff by the Nursing Support Coordinator
  - (c) Provide a structure and space for training, supervision and support by nursing support
- 5.3 The nursing support coordinator will:
  - (a) Evaluate and assess level of delegated nursing or direct nursing support required.
  - (b) Establish that the unregulated care provider has the necessary knowledge and skill to perform the task delegated.
  - (c) Establish supervision and support mechanisms for the unregulated care provider.
  - (d) Establish the type and amount of ongoing nursing care required by the client.
  - (e) Clarify the type and amount of ongoing nursing care required by the client.
  - (f) Clarify the responsibility and accountability of all parties.
  - (g) Evaluate care outcomes.

**POLICY No.** <INSERT HYPERLINK>

**REFERENCES** Protocol Agreement: Nursing Support Services for Children and Youth with Special Health Care Needs; Ministry of Education and the Ministry of Children and Families

CRNBS Standards of Practice Delegating Tasks to Unregulated Care Providers

**ADOPTED: January 2015**

**Amended:**

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**POLICY 6100**  
**USE OF FACILITIES BY LICENSED**  
**CHILDCARE PROVIDERS**

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**POLICY:**

The Board of Education (“Board”) promotes the use of District property by licensed child care providers between the hours of 7:00 a.m. and 6:00 p.m. on business days. Use shall be subject to the conditions outlined in the associated district practice.

**DISTRICT PRACTICE 6100 USE OF FACILITIES BY LICENSED CHILD CARE PROVIDERS**

**ADOPTED: October 2013**

**Amended:**



**DISTRICT PRACTICE 6100**  
**USE OF FACILITIES BY LICENSED**  
**CHILD CARE PROVIDERS**

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**DISTRICT PRACTICE:**

1. Licensed child care providers, as defined in [Section 85.1 \(1\) of the School Act](#), wishing to establish programs in District facilities are required to make such a request in writing to the Board of Education.
2. Requests will be considered based on the availability of surplus space that is suitable for the intended purpose.
3. Subject to the requirements of Section 85.1 of the *School Act* and this district practices the District will enter into a license of occupation agreement with the licensed child care provider.



**POLICY 6200**  
**ENERGY USE AND CONSERVATION**

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**POLICY:**

The Board of Education (“Board”) recognizes the importance of reducing energy consumption in maintaining a healthy environment and reducing energy related costs. The Board will provide guidance and support to ensure that every reasonable effort is made to reduce the District’s energy consumption and carbon footprint as much as practically possible.

**DISTRICT PRACTICE 6200 ENERGY USE AND CONSERVATION**

**ADOPTED: April 2010**  
**Amended: November 2015, March 2020**



**POLICY 6300**  
**USE OF DISTRICT FACILITIES AND EQUIPMENT BY STAFF**

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**POLICY:**

The Board of Education (“Board”) will allow District employees to use District facilities and equipment (except vehicles), provided there is a written waiver of liability in place, that the District employee is competent to use those facilities and equipment, and that the use:

- (a) does not conflict with District or community use;
- (b) is occasional and personal, not commercial;
- (c) does not consume materials and supplies without reimbursement;
- (d) has no adverse effect on the condition of the facilities and/or equipment;
- (e) does not threaten the security of buildings or the safekeeping of equipment;
- (f) does not interfere with the regular work hours or job performance; and,
- (g) receives the prior approval of the individual responsible for the administration of the facility.

**FORM 6300.1 USE OF DISTRICT FACILITIES AND BORROW EQUIPMENT APPLICATION**  
**6300.2 USE OF DISTRICT FACILITIES AND EQUIPMENT BY STAFF APPLICATION**

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: June 2001**  
**Amended: April 2020**



**DISTRICT PRACTICE 6200**  
**ENERGY USE AND CONSERVATION**

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**DISTRICT PRACTICE:**

1. The fulfillment of this district practice is the joint responsibility of the Board of Education, District administration staff, administrators, teachers, support staff, and students.
2. The senior leadership team shall develop an energy management plan that includes, but is not limited to, the following components:
  - (a) The Director of Operations monitors energy consumption and the energy program at the District level.
  - (b) Integration of energy conservation considerations into the District's business decisions related to building systems (lighting, heating, ventilation, air conditioning), IT systems, major renovations and new construction.
  - (c) Purchasing practices that encourage suppliers to meet or exceed the District's environmental management standards.
  - (d) Reporting on progress of the energy plan on an annual basis to the Board of Education and principals and vice principals.



**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)**  
**USE OF BORROWED SCHOOL DISTRICT EQUIPMENT**  
**ACKNOWLEDGEMENT OF RESPONSIBILITY**

In the event that School District No. 6 equipment is taken out of the District facility, the borrower must acknowledge responsibility for the borrowed equipment.

The borrower assumes full responsibility for its proper use and is liable for loss or damage to the said equipment. It will be incumbent upon the Supervisor to ensure that the equipment is returned in the same condition as when borrowed.

Site: \_\_\_\_\_ Department: \_\_\_\_\_ Equipment borrowed: \_\_\_\_\_

\_\_\_\_\_ Model: \_\_\_\_\_

\_\_\_\_\_ Serial No. \_\_\_\_\_

\_\_\_\_\_ Condition of Equipment: \_\_\_\_\_

\_\_\_\_\_ Borrower's Name \_\_\_\_\_:

\_\_\_\_\_ Supervisor's Initial: \_\_\_\_\_

Acknowledgement of equipment returned in same condition as when borrowed:

Supervisor's signature: \_\_\_\_\_ Date Returned: \_\_\_\_\_

**RELEASE/INDEMNIFICATION AND COVENANT NOT TO SUE**

In consideration of my use of the facilities and equipment owned by School District No. 6 (Rocky Mountain) and indicated above I, the undersigned user, on behalf of myself, my heirs, representatives, executors, administrators and assigns, **HEREBY DO RELEASE SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)**, its trustees, officers, agents, employees and assigns (hereinafter referred to as the "School District") from any and all causes of action, claims or demands of any nature whatsoever, including but not limited to, any claim which I, my heirs, representatives, executors, administrators and assigns may now have, or have in the future against the School District, on account of personal injury, property damage, death or accident of any kind arising out of or in account of personal injury, property damage, death or accident of any kind, arising out of or in any way related to my use of the facilities and equipment, whether that use is supervised or unsupervised, however the injury or damage is caused, including, but not limited to, injuries or damages caused by the negligence of the School District.

In consideration of my use of the said facilities and equipment I, the undersigned, agree to **INDEMNIFY AND HOLD HARMLESS** the School District from any and all causes of action, claims, demands, losses, or costs of any nature whatever arising out of or in any way relating to my use of the facilities and equipment.

I hereby certify that I have full knowledge of the nature and extent of the risks inherent in the use of the facilities and equipment, and I am voluntarily assuming all the risks. I understand that I will be solely responsible for any loss or damage, or personal injury, including death to myself or others, which occurs as a result of my use of the facilities and equipment, and that by this agreement, I am relieving the School District of any and all liability for such loss, damage or death.

Dated at \_\_\_\_\_, B.C. this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Signature of Individual Responsible for Facility

\_\_\_\_\_  
User's Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Print Name

One copy to Borrower  
One copy to Supervisor



SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)

APPLICATION FOR USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

Facility to be used: \_\_\_\_\_ Date of Use: \_\_\_\_\_

Reason for Use of Facility: \_\_\_\_\_

RULES GOVERNING USE OF FACILITIES AND EQUIPMENT

- 1. OBEY RULES
All the policies and rules that apply during working hours also apply during period of personal use of premises and equipment.
2. NON-COMPLIANCE AND DAMAGES
Infraction of rules, or any occurrence of unreported damage to facilities and equipment will result in suspension of use of privileges by the person(s) found responsible.
3. SMOKING
Smoking is prohibited in all School District buildings and properties.
4. ALCOHOL
No alcoholic beverage shall be brought onto school property at any time, during the use of facilities and/or equipment.
5. CLEAN UP
Facilities are to be left clean and in the same condition as prior to use.
6. USE OF EQUIPMENT
Person(s) must be competent to operate any equipment requested.

RELEASE/INDEMNIFICATION AND COVENANT NOT TO SUE

In consideration of my use of the facilities and equipment owned by School District No. 6 (Rocky Mountain) and indicated above I, the undersigned user, on behalf of myself, my heirs, representatives, executors, administrators and assigns, HEREBY DO RELEASE SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN), its trustees, officers, agents, employees and assigns (hereinafter referred to as the "School District") from any and all causes of action, claims or demands of any nature whatsoever, including but not limited to, any claim which I, my heirs, representatives, executors, administrators and assigns may now have, or have in the future against the School District, on account of personal injury, property damage, death or accident of any kind arising out of or in account of personal injury, property damage, death or accident of any kind, arising out of or in any way related to my use of the facilities and equipment, whether that use is supervised or unsupervised, however the injury or damage is caused, including, but not limited to, injuries or damages caused by the negligence of the School District.

In consideration of my use of the said facilities and equipment I, the undersigned, agree to INDEMNIFY AND HOLD HARMLESS the School District from any and all causes of action, claims, demands, losses, or costs of any nature whatever arising out of or in any way relating to my use of the facilities and equipment.

I hereby certify that I have full knowledge of the nature and extent of the risks inherent in the use of the facilities and equipment, and I am voluntarily assuming all the risks. I understand that I will be solely responsible for any loss or damage, or personal injury, including death to myself or others, which occurs as a result of my use of the facilities and equipment, and that by this agreement, I am relieving the School District of any and all liability for such loss, damage or death.

Dated at \_\_\_\_\_, B.C. this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

Signature of Individual Responsible for Facility

User's Signature

Print Name

Print Name

One copy to Borrower
One copy to Supervisor



## POLICY 6400

### ANNUAL FACILITIES GRANT

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#### **POLICY:**

The annual facility grant is intended for projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

The amount of a Board of Education's ("Board") annual facility grant will be calculated by the Ministry of Education using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

A Board may expend its annual facility grant for the purpose of:

- (a) upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- (b) enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- (c) significantly lowering the associated operating costs of an existing capital asset; or
- (d) extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

A board of education is responsible for managing its annual facility grant funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES:** Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 6400

### ANNUAL FACILITIES GRANT

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#### **DISTRICT PRACTICE:**

The annual facility grant (AFG) is a grant paid to Board of Education (“Board”). The grant should be placed in the annual facility grant special purpose fund.

To comply with Treasury Board direction, each school district The District must annually provide the Ministry of Education with an AFG project and spending plan prior to the allocation of AFG funding. The District’s plan must include a list of AFG projects and expenditures expected to be undertaken during the fiscal year (April 1st to March 31st).

There are nine main categories of eligible annual facilities grant expenditures:

- (a) **Accessibility upgrades** – improvements related to access for persons with mobility issues or physical disabilities);
- (b) **Asbestos Abatement** – mitigation and/or remediation of asbestos affected areas;
- (c) **Electrical upgrades** – improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks;
- (d) **Exterior Wall System upgrades** – improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation;
- (e) **HVAC upgrades** – improvements, replacements or provision of heating, ventilation, and air conditioning systems;
- (f) **Interior Construction upgrades** – improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming;
- (g) **Plumbing upgrades** – improvements, replacements or provision of washroom and plumbing systems, and safe drinking water;
- (h) **Roofing upgrades** – scheduled roof replacements and major roof repairs;
- (i) **Site upgrades** – site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety.

Expenditures for annual facility projects may include any associated consultant fees.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES:** Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 6400

### ANNUAL FACILITIES GRANT

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The District will be granted a single certificate of approval (COA) for the capital allocation needed to complete the planned AFG projects. In accordance with Provincial Treasury policy, financial draws against the COA cannot occur until capital project expenditures have been made.

At the end of each school year, the Board must report on actual AFG expenditures as part of their audited financial statements. The Ministry may request further details with respect to annual facility projects and annual facility expenditures for a given school year.

**DISTRICT PRACTICE** <INSERT HYPERLINK>  
**FORM** <INSERT HYPERLINK>

**REFERENCES:** Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

**ADOPTED: DATE**  
**Amended:**



## DISTRICT PRACTICE 8000

### SELECTION OF LIBRARY RESOURCES

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#### **DISTRICT PRACTICE:**

1. It is the practice in School District No. 6 (Rocky Mountain) (“District”) to provide a range of library resources to support individual student learning needs and to foster in them an interest and a love of reading. Materials will have a diversity of appeal, have varying levels of complexity, and present differing points of view.
2. Professional staff shall make selections based on their own knowledge and experience with literature as well as a critical review of materials. In addition, staff will utilize a professional library database to determine the appropriateness of content.
3. Selected materials having a mature rating (i.e. age 16+) shall be available in libraries upon request. Students who are under the recommended age for a book shall be advised of the rating and alternate materials shall be suggested. Any student in this situation still wishing to sign out a book with a mature rating shall be provided with a parental permission form (see form 8000.1).
4. A parent/guardian wishing to request the reconsideration of a library resource may meet with staff responsible for the library and voice the concern. If the matter is not resolved informally, then the reconsideration of a library resource form (see form 8000.2) may be completed and submitted to the principal. The principal will attempt to resolve the matter with the parent and the staff member responsible. If the matter remains unresolved, the formal reconsideration process outlined in policy and district practice 8100 shall be followed.

FORM 8000.1 LIBRARY RESOURCES  
FORM 8000.2 LIBRARY RESOURCES

**ADOPTED:**  
**Amended:**

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**POLICY 8200**  
**HOMESCHOOLING**

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**POLICY:**

Homeschooling is a classroom alternative offered outside the British Columbia (B.C.) education system. Typically, a family member delivers the entire education program to children at home.

Section 12-14 of the *School Act* outlines that by law, all children in B.C. must be educated, making it necessary for homeschooled children to be registered in a B.C. school.

Parent/guardian(s) who choose to homeschool must register their child by September 30 of each year.

Students and families who opt for home education but desire to be included in some educational programs offered by public schools will be accommodated in accordance with Board of Education (Board) district practices.



## DISTRICT PRACTICE 8200 HOMESCHOOLING

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### **DISTRICT PRACTICE:**

1. District practices are in alignment with the [procedures and guidelines](#) set by the Ministry of Education.
2. Parents who decide to educate their children at home but desire to be included in some educational programs offered by the Board of Education (“Board”) shall, by September 30 each year, register the child at an appropriate school within the District.
3. Students who are being educated at home will be loaned educational resource material at the request of the parents. These materials are defined on the list of authorized and recommended textbooks from the Minister of Education’s office.
4. Similarly students, at their parents’ request, shall have available to them evaluation and assessment services sufficient to enable the parents of the child to determine the educational progress achieved by the child in relation to students of similar age and ability.
5. Students receiving their education at home may apply to the school at which they are registered to attend an educational activity offered by the school.
6. The Board delegates its authority to the principal of the school to determine whether a home school student may attend an educational program. The principal should consider the following issues when making this decision:
  - (a) the impact on the class/students;
  - (b) the dependence of the desired program on previous learnings or experiences;
  - (c) the impact of the desired program on the home school student’s individual potential or his/her knowledge, skills and attitudes;
  - (d) the safety and training requirements to participate in the activity;
  - (e) the impact on the teacher.
7. A home school student shall not be eligible to participate in more than one-quarter of the total educational program of the school without paying a fee in proportion to the activity or extent of the desired program, which would be determined by the Board.
8. Subject to section 82 of the *School Act* a home school student may be assessed a fee for participation in any educational [program](#) of the school if other students are being assessed a fee.
9. Support services such as learning assistance would normally be available to a registered home school student only in proportion to the extent that the student participated in an educational

POLICY.8200 HOME SCHOOLING

REFERENCES: [The School Act, Part 2, Sections 12 - 14 School Regulation 3](#)

ADOPTED: April 1999

Amended:



**DISTRICT PRACTICE 8200  
HOMESCHOOLING**

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program of the school. That is, other than for assessment or evaluation services, if a student did not participate in educational programs of the school they would not be entitled to receive support services.



## **DISTRICT PRACTICE 8250**

### **INDEPENDENT DIRECTED STUDIES (IDS)**

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#### **DISTRICT PRACTICE**

Independent Directed Studies is defined as an area of study in an educational program undertaken by a student under the general supervision of a teacher. Independent Directed Studies provide students who have an interest or passion in a particular subject with the unique opportunity to pursue this subject in greater depth and receive Grade 10, 11 or 12 course credits. The learning standards must be rigorous and developed through a consultative process involving the student and teacher with standards designed to maintain a high level of quality in the work undertaken.

Independent Directed Studies credits shall be awarded to students who have successfully completed independent work based on a subset of learning standards of courses leading to Graduation at the Grade 10, 11, or 12 level. These courses can be either Ministry Developed courses or Board/Authority Authorized (BAA) courses.

**REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES**

**ADOPTED: DATE**

**Amended:**



**POLICY 8300**  
**ADULT GRADUATION**

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**POLICY:**

The Board of Education (“Board”) supports adult students (18 years of age and older) to complete high school and obtain the British Columbia Adult Graduation Diploma (BCAGD), also known as the Adult Dogwood.

**DISTRICT PRACTICE 8300** Adult Graduation

**REFERENCES:** REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

**ADOPTED:**

**AMENDED:**



## DISTRICT PRACTICE 8300 ADULT GRADUATION

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### **DISTRICT PRACTICE:**

1. To graduate with an Adult Dogwood, students must have:
  - A required Language Arts 12 course
  - A Math 11 or 12 course
  - At least three additional Grade 12 electives, **or** a Grade 11 Socials Studies course and two additional Grade 12 electives
2. Courses and credits can be counted from either or both the public secondary and post-secondary systems.
3. Of the five courses required for the Adult Dogwood, at least three must be completed **after** the adult student has entered the Adult Graduation Program, either through enrolment (instruction) or prior learning assessment. This means that students can receive credit toward the Adult Dogwood for no more than two qualifying courses completed while in the B.C. (school-aged) Graduation Program.
4. Adult students are not required to complete the Graduation Numeracy or Literacy Assessments to graduate with the Adult Dogwood. Adult students should, however, be aware that some post-secondary institutions may require that students write assessments/examinations for admission purposes.
5. Adult students may get credit for current or past work skills or post-secondary training courses by undertaking a Prior Learning Assessment (PLA). Public post-secondary institutions and continuing education centres can help with this step by reviewing past work history to determine if it qualifies for course credit. This will ensure adult students start at a course level that is comfortable for them and/or help them gain the skills needed to successfully complete graduation requirements.
6. Students can also use adult education courses (offered at many colleges and universities), post-secondary courses and ministry authorized courses taken a long time ago.
7. Students cannot receive an Adult Dogwood using only courses completed prior to enrolling in the Adult Graduation Program.
8. The student is responsible to provide all transfer credit information and relevant transcripts from British Columbia high schools and post-secondary institutions in order to verify courses taken and grades received prior to School District No. 6 (Rocky Mountain) issuing the graduation certificate.

DISTRICT POLICY 8300, Adult Graduation

REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

ADOPTED:

AMENDED:



**DISTRICT PRACTICE 8300  
ADULT GRADUATION**

**REQUIREMENTS FOR THE BRITISH COLUMBIA ADULT GRADUATION DIPLOMA (ADULT DOGWOOD)**

<b>B.C. Post-Secondary System Qualifying Courses</b>	<b>B.C. Secondary School System Qualifying Courses</b>
A Provincial Level (Grade 12) English or higher <b>OR</b>	A required Language Arts 12 course (English Studies 12, English First Peoples 12, or Francophone equivalent) (4 credits)
An Advanced (Grade 11) or Provincial Level or higher Mathematics* <b>OR</b>	A Mathematics 11 or 12 (4 credits)
Three additional courses at the Provincial Level or higher or Advanced Social Sciences and two Provincial Level courses or higher <b>OR</b>	Three Grade 12 Ministry-Authorized courses (4 credits each) or a Grade 11 Social Studies course (4 credits) and two Grade 12 Ministry-Authorized courses (4 credits each) (12 credits total)
<b>Total: 5 courses</b>	<b>Total: 20 credits</b>

\*A student is also able to take and obtain credit towards the Adult Dogwood for both Advanced level and Provincial level (or higher) Mathematics. In the latter case, Mathematics would be one of the electives

DISTRICT POLICY 8300, Adult Graduation

REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

ADOPTED:

AMENDED:



## POLICY 8350

### BRITISH COLUMBIA SCHOOL COMPLETION CERTIFICATE (EVERGREEN SCHOOL COMPLETION CERTIFICATE)

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#### **POLICY:**

The Board of Education (“Board”) will award [Evergreen School Completion Certificates \(ESCC\)](#) based upon Ministerial Orders [M302/04 \(PDF\)](#) and regulations under the [School Act, section 168 \(2\) \(b\)](#). Evergreen School Completion Certificates are intended to recognize the accomplishments of students with special needs, who have succeeded in meeting the goals of their educational program and who are not eligible for a Dogwood Graduation Certificate.

The Board is committed to ensure that processes are in place which:

- (a) Accurately identify students who require modifications to their educational program and involve the school based team and outside agencies when applicable;
- (b) Apply appropriate interventions to meet the educational needs of every student;
- (c) Communicate accurately and regularly with parents and/or guardians regarding the educational program and progress of every student.

The Board is committed to provide educational programs and services to students which:

- (a) Are characterized by inclusionary practices that promote participation and interaction for all students;
- (b) Allow those students to experience success and challenges them to strive toward their maximum potential;
- (c) Are organized to provide equitable access to all areas of the curriculum that are available to students in B.C.

**DISTRICT PRACTICE 8350** EVERGREEN SCHOOL COMPLETION CERTIFICATE  
**FORM 8350** EVERGREEN SCHOOL COMPLETION CERTIFICATE

**REFERENCES:** [School Act, section 168, 2\(b\)](#), Ministerial Order [M302/04 \(PDF\)](#)  
**ADOPTED:** January 2012  
**Amended:** April 2015, November 2015, December 2013, March 2017



**DISTRICT PRACTICE 8350**  
**EVERGREEN SCHOOL COMPLETION**  
**CERTIFICATE**

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**DISTRICT PRACTICE:**

**1. REQUIREMENTS FOR THE GRANTING OF AN EVERGREEN SCHOOL COMPLETION CERTIFICATE**

- 1.1 The Board will submit to the Minister the names of students with special needs to be awarded an Evergreen School Completion Certificate who have an individual education plan (IEP) and are enrolled in an educational program that is not designed to meet the requirements for the granting of a Dogwood Graduation Certificate.
- 1.2 To be eligible for an Evergreen School Completion Certificate, a student must meet the following criteria:
  - (a) Completion of the goals of an individual education plan (IEP), which may also include documentation of:
    - Completion of work experience/community service requirements;
    - Completion of physical activity requirements;
    - Completion of graduation transitions exit interview.
  - (b) Completion of a Transition Plan

**2. EVALUATION AND ASSESSMENT**

- 2.1 The learning outcomes for a student's program will be contained in a student's individual education plan (IEP) under the "annual goal and objectives". The case manager and/or the classroom teacher will develop those learning outcomes for the IEP, and they will be scheduled and reported as individualized locally developed (LD) courses.
- 2.2 Schools must issue marks in a manner consistent with the provincial letter grade order. In some courses, students on school completion programs will be evaluated using standards established for other students. In locally developed courses, marks will be based on appropriate measures of individualized progress.
- 2.3 Schools shall maintain appropriate records in the student information system, including the entering of marks in the transcript and examination system (TRAX) in order to allow the Ministry of Education to prepare an Evergreen School Completion Certificate and a school transcript for authorized signatures and distribution. The transcript should reflect progress on ministry authorized courses and/or locally developed (LD) courses.

**3. ADMINISTRATIVE PROCEDURES**

**POLICY .8350** BC EVERGREEN COMPLETION CERTIFICATE  
**FORM 8350** BC EVERGREEN COMPLETION CERTIFICATE  
**REFERENCES:** [School Act, section 168, 2\(b\)](#), Ministerial Order [M302/04 \(PDF\)](#)  
**ADOPTED:** January 2012  
**Amended:** April 2015, November 2015, December 2013, March 2017



## DISTRICT PRACTICE 8350

### EVERGREEN SCHOOL COMPLETION CERTIFICATE

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#### 3.1 Schools must ensure:

- (a) That any student who is deemed to be on a program other than one that leads to a Dogwood Graduation Certificate must have an individual education plan (IEP) and that IEP must meet requirements as outlined in ministerial orders, ministerial regulations, and the *School Act*. The IEP must clearly indicate that the program of studies will not lead to a Dogwood Graduation Certificate.
- (b) That appropriate supports are in place to meet the requirements of the educational program that is developed for the IEP.
- (c) That parents and/or guardians and, where appropriate, the student are included in the development and ongoing assessment of the IEP.
- (d) That the educational program will be collaboratively developed with the student and parents, in consultation with District Learning Services staff, and will be educationally relevant.
- (e) That where an Evergreen program is determined to be the graduation path the family and school team will document this using form 8350. A copy will be kept with the IEP and a copy sent to the Director of Instruction – Learning Services.
- (f) That progress on the educational program developed for every student shall be reported on a regular basis (goal progress reports twice a year).
- (g) That reporting processes are in place to enable the Ministry of Education to issue an Evergreen School Completion Certificate and a student transcript to students who are not on a Dogwood Graduation program.

**POLICY .8350** BC EVERGREEN COMPLETION CERTIFICATE

**FORM 8350** BC EVERGREEN COMPLETION CERTIFICATE

**REFERENCES:** [School Act, section 168, 2\(b\)](#), [Ministerial Order M302/04 \(PDF\)](#)

**ADOPTED:** January 2012

**Amended:** April 2015, November 2015, December 2013, March 2017

School Letterhead

Dear Parent/Guardian:

When planning student programs three options are considered. These are the regular program, an adapted program and a modified program.

Considerations re: Adapted and Modified Programs

1. The parents will be informed when adaptations are being made. The type and degree of adaptation should be discussed with the student and parents and should be stated on the report card.
2. Before considering a modified program, we have an obligation to adapt in as many ways as possible to allow the student to be successful. Our skills in adapting, being willing to collaborate to find solutions and remaining flexible are of paramount importance to the future of the students.
3. If a student is to receive a modified program, he or she and their parents must be informed of this. They have a right to refuse a modified program, and in such cases, it may mean that the student will not pass the course(s). Students on modified programs may not earn a Dogwood Certificate.

Adapted Program:

- Holds the outcomes set in the provincial curriculum
- Adaptations for educational materials
- Adaptations for instruction
- Adaptations for method of evaluation re: change in test format, read questions
- Earns letter grades
- While no IEP is required, the development of one is highly recommended
- Receives a Dogwood Certificate upon graduation

Modified Program:

- Does not meet the outcomes of the provincial curriculum
- An IEP is required
- Evaluation must be referenced to individually established standards
- Written comments are provided
- Transcript of marks available for all courses the student has completed from Gr. 10-12 (whether the course is regular, adapted or modified)
- Student would receive a School Leaving Certificate (Evergreen Certificate)
- A return to the Dogwood Certificate pathway would be discussed/determined at IEP meetings

\_\_\_\_\_ is currently on a modified program in some courses at the grade 10-12 level and he/she will work towards a School Leaving Certificate (Evergreen Certificate) instead of a Dogwood Certificate.

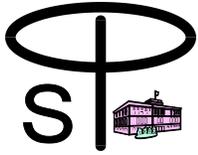
Student Signature: \_\_\_\_\_

Parent/Guardian Signature(s): \_\_\_\_\_

Case Manager Signature: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

District Learning Services Staff: \_\_\_\_\_



## User Groups - When Others Use Your Facilities

School districts are often approached by individuals (including employees) and organizations wishing to use school facilities for personal or community use. If the intent of the School Board is to have its facilities available for community use when they are not required for school use, the Board should have a use of facilities policy in place. A User Group Agreement should also be entered into with the user. Please refer to SPP web-site [www.bcspp.org](http://www.bcspp.org) for information on user groups and sample clauses to incorporate into a user group agreement.

### **User Groups - Employees After Hours**

Employees frequently use school facilities after hours for personal purposes. Some examples include the shop teacher who comes into the school on weekends to mill some lumber for a home renovation project, or the vice principal that is a member of a volleyball club and uses the gymnasium on Wednesday nights for a weekly practice.

The use of school facilities by employees engaged in activities outside the scope of their employment, constitutes use by a User Group. The risks and responsibilities of both the school and the employees should be understood.

The following questions attempt to answer the most frequently asked questions related to the use of school facilities by employees after hours.

#### **Are employees insured by SPP if they damage the property of the school while using the facilities after hours?**

No, employees are not insured by SPP for activities conducted outside the scope of their employment. Use of the school facilities for personal purposes is considered personal use by the employee and employees would not be covered by SPP during this time. Employees may have liability coverage if they have personal insurance such as a Homeowners policy.

#### **Is the school district insured if an employee damages the property of the school after hours?**

Yes, SPP provides property coverage on the same basis as if the damage occurred during a school activity. However, having paid to repair or replace the damaged property, SPP will seek to recover financially from the party responsible for the damage. If the damage resulted from the employee's personal use of the facility, SPP could bring legal action against the employee.

**If an employee is injured while they are using facilities after hours, are they covered for medical expenses and lost wages?**

Employees acting outside the scope of their employment do not qualify for Work Safe BC coverage, nor is there any accident benefits coverage provided by SPP (regardless of whether the employee acts within or outside the scope of employment). Employees would need to rely upon their own resources, including MSP, extended health and medical benefits. Without any other form of recourse, employees who are significantly injured on school facilities after hours could bring an action against the School Board or District alleging negligence on the part of the School Board or District. Even if no negligence occurred, the School Board or District would have to defend itself of those allegations possibly at a considerable expense.

**What else can the school district do to manage the risks of employees using facilities after hours?**

The school district should have policies around the use of the facilities and ensure that these policies are communicated to and followed by employees. The policy should outline what areas are available, when they can be accessed and who may access them. We also recommend the school district require all employees wishing to use facilities or equipment on a voluntary basis, sign a waiver releasing the school district from liability.

**User Groups - Community Users**

*School districts are frequently asked to share school facilities with community users. Under the School Community Connections Program, the Province has announced a desire to make school spaces more available as centres for community learning and activity. Launched in 2004, this initiative provides more opportunities than ever for community groups to access school facilities.*

*Along with the positive aspects of community use, comes the fact that additional exposure to risk is placed on the school district when others use their facilities. With awareness and careful planning, these risks can and should be mitigated to protect the interests of the school district and ensure the responsibilities are appropriately shared.*

*The following questions attempt to answer the most frequently asked questions related to the use of school facilities by community groups.*

**What are the risks of allowing community users to use our facilities?**

*One of the risks is the community groups may cause damage to the school or their acts may cause injury to another person for which the school district could be held responsible. This possibility is increased if the community group doesn't have its own insurance.*

**How can we manage this risk?**

*A written agreement (User Group, Facility Use Agreement) must be in place in order to protect the interests of the school district. In addition to detailing rules and regulations regarding use of*

*the premises, the agreement should include a requirement for Commercial General Liability insurance of no less than \$2,000,000, including the school district as an additional insured.*

*The agreement should also include indemnification to the school district for claims arising out of the community group's use of the premises. In this way, the school district is protected against claims for which the community group is responsible.*

**What if the community group cannot provide insurance?**

*Community groups which are loosely organized and are not either a corporation or a society, will be unable to secure insurance in their own name because they are not a legal entity. This is the only circumstance under which the insurance requirement should be waived. If the community group is a corporation or a society, they must provide insurance.*

**Is the school district still covered if they allow community groups to use school facilities?**

*Yes, the school district is covered by the Schools Protection Program.*

**REGULAR MEETING: INFORMATION, RECOMMENDATION**



**DATE:** November 9, 2021  
**TO:** Board of Trustees  
**FROM:** Alan Rice, Secretary Treasurer  
**SUBJECT:** Capital Bylaw-Annual Five-Year Capital Plan Submission for 2021/22 - Amendment  
**ORIGINATOR:** Alan Rice  
**REFERENCE:** SD06 Amended Capital Plans 2021-22 Response Letter

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**ISSUE**

In accordance with Section 143 of the School Act, Boards of Education are required to adopt a single Capital Bylaw for its approved 2021/22 Capital Plan as identified in the Amended Capital Plan Response Letter.

**BACKGROUND**

Capital funding from the provincial government covers most of the capital costs for site acquisition, new school construction and school additions or renovations. Boards of education submit capital plans that include details on school building priorities in their school districts. The provincial government establishes an overall capital budget for schools based the ministry's capital allocation. Each capital request is analyzed according to specific criteria and available resources are allocated to the highest-priority projects. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

If the Minister of Education approves a capital plan or a capital plan with modifications the board of education will prepare a capital bylaw according to section 143 of the School Act. Boards of Education require a capital bylaw for the following: site acquisitions, expansion program, replacement program, bus acquisition program, seismic mitigation program, building envelope program, school enhancement program, carbon neutral capital program, and playground equipment program.

**CURRENT SITUATION**

This amendment provides additional funding as reflected in the Minor Capital Projects table to supplement the purchase of electric buses (additional \$30K) and a charging station (\$50K) in 21/22.

**RECOMMENDATION**

That the Board of Education of School District No.6 (Rocky Mountain) consider three readings for the adoption of Capital Plan Bylaw No. 2021/22-CPSD6-02 at this meeting.

**STRATEGIC ALIGNMENT**

Continued efforts to move towards greener options for transportation within the District.



**SCHOOL DISTRICT NO. 6 (ROCKY MOUNTAIN)  
CAPITAL PLAN BYLAW NO. 2021/22-CPSD06-02**

A BYLAW by the Board of Education of School District No. 6 (Rocky Mountain) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Plan Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of October 22, 2021 from the Annual Five-Year Capital Plan Submission for 2021/22 is hereby adopted.
2. This Bylaw may be cited as School District No. 6 (Rocky Mountain) Capital Plan Bylaw No. 2021/22-CPSD06-02.

**M/S**            \_\_\_\_\_ / \_\_\_\_\_ **for first reading**

**M/S**            \_\_\_\_\_ / \_\_\_\_\_ **for second reading**

**M/S**            \_\_\_\_\_ / \_\_\_\_\_ **for third and final reading**

**DATE:** November 9, 2021  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** School sport trips  
**ORIGINATOR:** Surrena Craig, Health and Safety Officer

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## ISSUE

Selkirk Secondary School has requested that a review of the overnight fieldtrip risk assessment be completed for school sport trips that follow the BC School Sport guidelines and the K-12 communicable disease guidelines. Selkirk Secondary School has asked that these trips be approved regardless of the outcome of the risk assessment given they follow a specific safety plan and added controls for the trip. Selkirk Secondary School provided anecdotal information from other school districts that are approving overnight sports field trips for consideration by RMSD.

## BACKGROUND

In August of 2021, the Ministry of Education (MoE) provided the [Provincial COVID-19 Communicable Disease Guideline for K-12 Settings](#) (updated on October 1, 2021). BC School Sports offered additional [guidelines](#) for sports in school settings. The MoE asked the Districts to take a slow and cautious approach to this school year. The Senior Leadership Team (SLT) for the RMSD opted to wait to offer overnight field trips but did allow for day trips to outdoor spaces. The Health & Safety Officer (H&SO) reviewed the safety plans for sports and recommended that given the increased safety measures that the trips go directly to school gyms and return home without any stops or access community businesses or sites, was reasonable to allow these regional based trips to proceed. With increasing requests for overnight field trips from a number of programs, the RMSD Health & Safety Officer collaborated with School District 20 Kootenay-Columbia Manager of Health & Safety to create a risk assessment to offer the opportunity for school based programs, including sports, to go on trips given that the risk rating was low or moderate.

A risk assessment is an objective tool that looks at only the risk involved of the task or activity. It is a consistent and standardized method to determine which trips are reasonable during a pandemic.

This risk assessment is based on three factors:

- 1) High case rates according to BCCDC: [BCCDC Regional COVID Map](#)
- 2) Any additional and current regional public health orders that would impact a trip as listed on the relevant public health authority website (e.g. whether regional travel restrictions are recommended for the region, essential travel only, etc.): [Provincial and Regional COVID-19 Restrictions](#)
- 3) If the activity includes or allows the public to participate. Public defined in the risk assessment as people outside of the SD6 group. (i.e. other schools, spectators, general public)



**\*\* Each of these three variables are fixed and not within the control of the school district.**

If the risk assessment determines the trip is HIGH risk, it would not be approved at the district level.

Trips could be cancelled with short notice if the risk changed. This cancellation could happen at least 48 hours prior to the trip but may be earlier or later depending on the circumstances. All parents must be knowledgeable of the possibility of cancellation.

The H&SO consulted with the Provincial School Safety Association and received feedback before sending the district practice to the SLT for review and approval. The SLT approved the practice. The Superintendent asked that this practice be added to the Board of Education meeting on October 12, 2021 for the Trustees to review and approve. The Trustees approved the district practice.

RMSD has approved four overnight trips and one of the four trips was canceled within 24 hours of the schedule departure time because the local illness rate increased and risk rating elevated to HIGH. Following the practice the H&SO asked the principal to inform the team and parents the trip could not go ahead as per the district practice. This news was not well received by some parents and now they are concerned that the team may not be able to attend the provincial tournament in Abbotsford. That region of the province has had high local illness rates and therefore that trip would not be approved if that trend continues.

November 01, 2021, the H&SO contacted the Director of Risk and Health & Safety for Vancouver School Board (VSB) to discuss how they are moving forward with overnight field trips. The Director of Risk & Safety informed the H&SO that VSB and Surrey have used the RMSD risk assessment matrix with minor revisions to create their practice. Additionally, Vancouver has put a four (4) hour travel limit on trips so that if students or staff become ill, it is reasonable to dispatch a bus, if the driver becomes ill, or have family members pick-up students, volunteers or staff.

Surrey is using regional travel advisories. For example, if the Medical Health Officer is recommending not to travel to an area for non-essential reasons. Surrey has not finalized whether they will institute a four (4) hour travel limit. Both VSB and Surrey districts are rolling out their plans shortly.

### **CURRENT SITUATION**

November 2, 2021 the H&SO attended a meeting with a number of officials across the Kootenay region to discuss overnight field trips with a focus on trips related to sports. There was representation from principals, athletic directors, BC School Sports, senior management, and health & safety groups.

The purpose of the meeting was to understand what each district was doing and any concerns allowing overnight field trips. Each district is feeling pressure and is struggling with how to manage this issue for different reasons. With a variety of policies and practices in each district it is unlikely that one regional approach would be possible unless directed by the Medical Health Officer. Each district represented at the meeting agreed that sending students and staff long distances across the province was not ideal and having parents responsible for driving and picking up students if they become ill was the best response but it rested heavily on the parent's ability to follow the procedure.



The group engaged in an additional conversation about overnight field trips not being equitable for all students because some parents may not have funds, a safe drivable vehicle, or a driver's license to pick up their child in the event they fell ill. Furthermore, there was a discussion that parents, feeling pressure from others, might sign the commitment agreement because they do not want it to be their child that caused the group not to go.

Only allowing for shorter trips (no more than 4 hours) was widely agreed that it might be a better way to reduce the pressure on parents and decrease the amount of time an ill staff or student is away from care.

Districts that met, with exception to SD20 because they are short of bus drivers, use buses to transport students to overnight field trips. It was agreed that all districts at that table had significant concerns related to long distance overnight trips and that each district needed to decide for themselves how to manage overnight field trips.

#### **Evidence based approach:**

Throughout this pandemic, the RMSD has taken an evidence-based approach to ensure the health and safety of its students and staff. Unlike the views of some districts, we consider this still to be a pandemic and not an endemic until the Provincial Health Officer informs the province differently. Therefore, the H&SO recommends that we continue to use the risk assessments tool to objectively determine the risk levels of different activities and programs that staff and student may participate in for the purposes of learning, playing or working at RMSD. These tools provide a consistent and equitable approach to decision making and keep our work and learning spaces healthy.

#### **CONCLUSION**

Based on the current state of the province with regard to COVID-19 status, careful consideration is required, when considering approval of field trips that take students and staff out of their home communities to ensure that our decisions continue to protect the overall health and safety of students, staff and families.

#### **RECOMMENDATION**

The recommendations from the H&SO for the district:

1. Continue to follow the district practice Risk Assessment tool to determine if an overnight field trip, including school sport trips, is safe for students and staff to attend during a pandemic.
2. All trips should be treated equitably regardless if it is sports, curriculum, or arts based programming.
3. Use the Risk Assessment tool consistently during the approval process for groups wishing to travel to areas of the province that have a high level of community spread even with added controls.
4. Consider limiting trips to a maximum of 4 hours from the school.
5. During the approval process, consideration of the impact on families who may need to drive long distances to pick up ill students given not all families in our school district have the resources to be able to fulfill that commitment.
6. All overnight field trips, including school sports trips, should use SD6 bust ransportation.



**POSSIBLE MOTIONS:**

That the Board of Education requires the District Practice Risk Assessment Tool to be used for the approval process for overnight trips of students and staff, when travelling out of their home communities, during the COVID-19 pandemic status as directed by the B.C. Government.

That the Board of Education supports an individual basis for the approval process for high risk overnight field trips of students and staff, when travelling out of their home communities, that would include the review of a safety plan that ensures the safety of student and staff.



## Safety Plan for Field Trips (including indoor, overnight, sports, arts, curriculum, outdoor education, RMISP activities)

**\*\*\*Field trips are subject to change by the Senior Leadership Team\*\*\***

This form applies to all field trips for SD6. If a section does not apply to your field trip indicate that with N/A. No section of this form should be blank.

The organizer of the field trip is responsible for creating a safety plan outlining how the issues below will be addressed while on a field trip. This plan must align with all with the [Provincial COVID-19 Communicable Disease Guidelines for K-12 settings](#), federal, provincial, regional, and local requirements. Organizers must also review site safety plans established by the venue and other destinations the participants may attend.

For overnight field trips, the organizer must read and follow all measures in the [COVID-19 Health & Safety Guidelines: Overnight School Field Trips](#). The organizer will train and educate all chaperones in the safety measures for the overnight field trip. For overnight field trips, it is the organizer's responsibility to ensure that participants, including the chaperones, when accompanying the students follow all safety measures. Chaperones can assist in supporting and ensuring students follow all safety measures.

To review COVID-19 risk in the area you are travelling to, visit BC Centre for Disease Control to review the most up-to-date [COVID Data](#). Complete the field trip risk assessment attached at the end of this document based on the numbers of the region the team travelling to.

The principal is responsible for approving all one-day field trips. High risk field trips must also follow their usual approval process. Forward all overnight field trips request with safety plans to the District Health & Safety Officer (DHSO) for review and approval from the Senior Leadership Team. It may take up to two weeks for approval.

### Consent of risk for students

Letter to parent/guardians of students, volunteers, and staff attending trip and acknowledgement of understanding of potential COVID-19 exposure.

#### The Letter of consent must inform parents/guardians, students, volunteers, and staff that:

*The School District No. 6 (Rocky Mountain) is committed to the health and safety of our school community and to the best of our ability will try to mitigate the risk of transmission of COVID-19 during field trips. Despite our best efforts, there may still be risk of transmission of COVID-19 resulting in a participant(s) contracting the illness. Participants on the field trip are required to follow all federal, provincial, regional, and local restrictions in addition to Provincial Communicable Disease Guidelines for K-12 Settings and any site based COVID-19 safety plans.*



## B.C. Vaccine Card

- Confirm the venue(s) **does not** require a BC vaccine card.
- Although the BC vaccine card is not required for educational activities, the venue/activity may still require that all people 12 years old and over show proof of vaccination. If that is the case, SD6 staff and students will not be able to access that venue/activity for the purpose of field trips.
- Food choices: Confirm availability of establishments that **do not** require a BC vaccine card.
- Ensure any other activity planned on trip **does not** require a BC vaccine card (i.e. activities in evening).

## Illness

Confirm process when a student/staff/volunteer may become ill, these include:

- How to separate asymptomatic students from ill student/staff/volunteer.
- How to get the student/staff/volunteers home without exposing to other students, chaperones, volunteers, or staff.
- Chaperones cannot transport ill students/staff/volunteers.
- Chaperones must be familiar with all safety measures and requirements. Chaperones may not be able to watch games depending on the host sites safety plan.
- Process of how to get staff (including driver of bus) home if they fall ill.

## Masks

### For all indoor field trips:

- Provincial COVID-19 communicable disease guidelines masking requirements and exemptions must be followed.

### For all sports related trips:

- Student athletes must wear a mask at all times before and after training while indoors. This includes the change rooms and washrooms, and while making their way to the field/court of play.
- Masks may be removed at the discretion of the student athlete when engaged in high intensity activity.
- Masks should be easily accessible and worn when appropriate during training/competition.
- Student-athletes sitting on the bench at a competition must wear a mask.
- Masks are encouraged while participating in light warm-ups or stretching.
- Coaches/sponsors are encouraged to move high intensity sport activities outdoors wherever possible.
- Mask use for coaches while outdoors is up to their discretion, with physical distancing.
- Indoors, all coaches must wear masks.
- Mask expectations apply to practices and competition.



## Travel

- District bus use is encouraged for out of school/district competitions.
  - Masking requirements must be followed as outlined in the guidelines for K-12 settings
- Carpooling (only if bussing unavailable):  
For carpooling related to school activities, students, staff, and other adults must follow the mask requirements outlined
  - Spread out vehicle occupants as much as possible.
  - Travel with the same people whenever possible.
  - Open windows when the weather allows.
  - Vehicle ventilation to bring in outside air, not recycled air.
  - Clean hands before and after trips.
  - Clean frequently touched surfaces regularly.

## Accommodations (If required)

- Each participant must have own bed.
- K-12 masking requirements and exemptions apply when indoors including when participants are in hotel rooms. Mask can be removed when in their beds for sleeping.



## Field Trip: COVID-19 Pandemic Risk Matrix

Site/School: \_\_\_\_\_ Date Completed: \_\_\_\_\_

Field Trip Requested by: \_\_\_\_\_ Destination: \_\_\_\_\_

Person Completing Risk: \_\_\_\_\_

Date of Field Trip: \_\_\_\_\_

### Instructions for use:

Administration will use the Field Trip Matrix when reviewing the Pre-Field Trip Checklist. Once risk rating is assessed, follow the recommendations for the risk level noted below.

**Table 1:** Risk Matrix to be completed, in consultation with requesting staff member, when staff submit Pre-Field Trip Checklist for review before approving the field trip.

Local prevalence of illness (destination of trip) must be re-assessed 48 hours before planned trip. Be prepared to cancel if risk is considered "High." Contact DHSO for assistance.

Recent Prevalence of Local Illness* (last 14 days)	Destination Exposure		
	Low 1 (Students & SD6 staff only)	Moderate 2 (SD6 Students/Staff & few others – separation is easy to maintain)	High 3 (Open to public separation is hard to maintain)
Low 1 (limited exposures)	1	2	3
Moderate 2 (some exposures)	2	4	6
High 3 (local clusters & outbreaks)	3	6	9

Public is considered people not from SD6 participant list.

Risk Rating: \_\_\_\_\_

### Actions for risk rating:

- **Low** (white and yellow)
  - 1-2 - The trip should proceed as planned unless there are last minute changes in the local illness rates.
- **Moderate** (orange)
  - 3-4 – The trip could proceed but additional precautions may be necessary in the plan. Contact District Health & Safety Officer for support.
- **High** (red)
  - 6-9 – The trip should not proceed as planned.

\*For information on Recent Prevalence of Local Illness please use the link below,  
<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/data>.





**Approved by Principal or Vice Principal:**

**Yes    No**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Approved by Senior Leadership Team:**

**Yes    No**

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Additional Measures needed:

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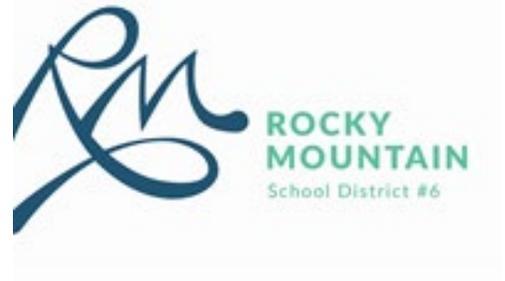
If Disallowed why?

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**REGULAR MEETING: INFORMATION, RECOMMENDATION**

**DATE:** November 9, 2021  
**TO:** Board of Trustees  
**FROM:** Alan Rice, Secretary Treasurer  
**SUBJECT:** International Student Program Update – Fall 2021  
**ORIGINATOR:** Amy Shoup, Manager, International Education  
**REFERENCE:** 202110 – RMISP Monthly Newsletter/Fall 2021 – Financial Snapshot



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**ISSUE**

That the Board of Education receive an update on the Rocky Mountain International Student Program (RMISP) enrolment compared to budget and prior year data as information.

**BACKGROUND**

This report is to provide the Board with information concerning enrolment rates on a semi-annual basis.

**CURRENT SITUATION**

FTE: 171.8  
Headcount: 213

RMISP contributes 11.5% of the tuition revenue (net of agent commissions) to SD6's budget on an annual basis. The program is designed to be self-sufficient covering the direct costs of running the program. The program enriches the experience for all students by sharing cultures, perspectives and creating life-long friendships. There is also a financial contribution to SD6 schools in the amount of \$6,000 per FTE which supplements the schools budget to increase services to all SD6 students.

RMISP maintains a small surplus balance and uses funds from its operations to support extracurricular activities for all students through the purchase of Outdoor Education equipment.

**CONCLUSION**

RMISP is on track to generate a surplus this year.

**RECOMMENDATION**

Continue to monitor on a semi-annual basis as the student count remains consistent until semester change.

**STRATEGIC ALIGNMENT**

Resource allocation for student success, budget monitoring and financial stewardship in RMISP.



**Rocky Mountain International Student Program  
Fall 2021 - Financial Snapshot**

	21/22		20/21	19/20	18/19
	Actual	Budget	Actual	Actual	Actual
<b>Rates - FTE</b>					
Tuition	\$ 14,000	\$ 14,000	\$ 14,000	\$ 13,500	\$ 13,000
Homestay	\$ 10,500	\$ 10,500	\$ 10,500	\$ 9,750	\$ 9,500
Medical	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
	<u>\$ 25,500</u>	<u>\$ 25,500</u>	<u>\$ 25,500</u>	<u>\$ 24,250</u>	<u>\$ 23,500</u>
<b>Rates - Headcount</b>					
Application	\$ 500	\$ 500	\$ 500	\$ 250	\$ 250
Homestay Placement	\$ 500	\$ 500	\$ 500	\$ 500	\$ 300
Misc	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100
	<u>\$ 1,100</u>	<u>\$ 1,100</u>	<u>\$ 1,100</u>	<u>\$ 850</u>	<u>\$ 650</u>
<b>FTE</b>					
SD6	78.8	81.0	24.0	69.5	78.0
SD5	58.0	60.0	11.0	53.0	62.2
SD19	23.0	25.0	5.0	20.0	19.1
SD91	12.0	5.0	0.0	0.0	0.0
	<u>171.8</u>	<u>171.0</u>	<u>40.0</u>	<u>142.5</u>	<u>159.2</u>
<b>Headcount</b>					
SD6	101.0	100.0	38.0	97.0	92.0
SD5	68.0	80.0	30.0	74.0	75.0
SD19	27.0	30.0	11.0	25.0	20.0
SD91	17.0	8.0	0.0	0.0	0.0
	<u>213.0</u>	<u>218.0</u>	<u>79.0</u>	<u>196.0</u>	<u>187.0</u>
<b>Revenue</b>					
	\$ 4,615,200	\$ 4,600,300	\$ 1,106,900	\$ 3,622,225	\$ 3,862,750
Agent commissions	\$ (420,910)	\$ (418,950)	\$ (98,000)	\$ (336,656)	\$ (362,180)
SD6 Admin fee	\$ (228,193)	\$ (227,131)	\$ (53,130)	\$ (182,516)	\$ (196,353)
Misc	\$ 15,000	\$ 15,000	\$ 15,000	\$ 78,900	\$ 30,000
<b>Net Revenue</b>	<u>\$ 3,981,097</u>	<u>\$ 3,969,219</u>	<u>\$ 970,770</u>	<u>\$ 3,181,953</u>	<u>\$ 3,334,217</u>
<b>Expenditures</b>					
Homestay fees	\$ 1,374,400	\$ 1,368,000	\$ 323,200	\$ 1,079,438	\$ 1,181,821
SD5/SD19/SD91 - Rate	\$ 7,468	\$ 7,468	\$ 7,423	\$ 7,301	\$ 7,218
SD5/SD19/SD91 - Allocation	\$ 694,524	\$ 672,120	\$ 118,768	\$ 532,973	\$ 586,463
SD6 - Rate	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
SD6 - School Allocation	\$ 472,800	\$ 486,000	\$ 144,000	\$ 417,000	\$ 467,700
Salaries	\$ 684,489	\$ 648,089	\$ 464,979	\$ 609,141	\$ 604,854

The remaining expenditures relate to extracurricular, medical premiums, recruitment/travel, professional development, office, student transportation and supplies.



OCTOBER 2021 | ISSUE NO. 24

# ROCKY MOUNTAIN

INTERNATIONAL STUDENT PROGRAM

Monthly Newsletter | [RMinternational.ca](http://RMinternational.ca)



## What's Inside

*Rocky Rewards  
MBSS Outdoor Ed Trip  
School Sports  
October Experience*

Ruben from Germany, along with the rest of the Outdoor Education class from Mount Baker Secondary School, hiked the Five Passes Trail east of Cranbrook on the first overnight camping trip of the semester.

## Rocky Rewards

### TOP POINT EARNERS

We are so excited to restart our Rocky Rewards program, where students earn points for participating in school and community activities.

Congratulations to our top point-earners for the month of September:

Julia Mersmann (RSS)	Mira Fischer (MBSS)
Nina Leipert (NVSS)	Yura Ishida (LMS)
Gerritt Kaluscha (SpSS)	Kaya Kieckbusch (SSS)
Kathrin Kullen (FSS)	Tobias Riehm (GSS)

## Outdoor Ed Students Hike Five Passes Trail



Thirteen RMISP students enrolled in Outdoor Education 12 at Mount Baker Secondary School enjoyed a three-day backpacking trip at the end of September. The class hiked, camped and honed their wilderness survival skills.

Left: Paula from Mexico



Above: David from Germany plays volleyball with the DTSS Lakers.

## Go, Team, Go!

Participating in school and community sports teams is a great way for international students to stay active, develop skills and meet new people. For many students, it is a highlight of their study in Canada experience.

Our ten communities offer a wide range of sports opportunities. The most popular Fall sports are soccer, volleyball, cross-country running and football. Other sports, like basketball, ski racing, mountain biking and golf, are offered in Winter and Spring.

Most teams welcome international students, even if they are new to the sport. All students are encouraged to support their school teams and can earn Rocky Rewards points either as a participant or as a spectator.



Top Left: Julia from Germany, RSS Cross-Country  
 Top Right: Max from Germany (#8, far left at the net), RSS Volleyball  
 Middle Left: Lucas, Felix & Finn from Germany, NVSS Football  
 Middle Center: Merlin from Germany, Revelstoke Minor Hockey  
 Middle Right: Wiebke from Germany, RSS Volleyball  
 Bottom Left: Sascha from Germany (2nd from right in front row), RSS Cross-Country  
 Bottom Right: Lilly from Germany (2nd from right), NVSS Cross-Country

## RMISP Experience

RMISP prides itself on the quality and variety of trips that are included in our Experience Schedule. While the pandemic continues to limit the types of activities we can offer in the 2021/22 school year, RMISP staff are working hard to find exciting opportunities for students to explore their local areas safely and to enjoy uniquely Canadian experiences. In October, students went hiking and visited some of our areas' best local attractions.



Above left: Students in our communities in the South hiked to the Wycliffe Buttes, situated halfway between Cranbrook and Kimberley.

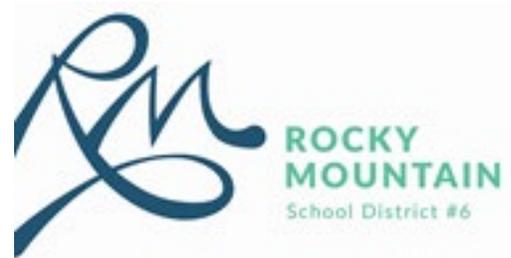


Above center: Golden, Revelstoke and Invermere students visited the Golden Skybridge, the highest suspension bridge in Canada.



Above right: SD91 students hiked to Greer Creek Falls southwest of Vanderhoof.

**DATE:** November 9, 2021  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools:  
**ORIGINATOR:** Viveka Johnson



**REFERENCE:**

**Pathway to Hope:** [BCMentalHealthRoadmap\\_2019.pdf \(gov.bc.ca\)](#)

**Mental Health in Schools Strategy:**

<https://www2.gov.bc.ca/assets/gov/erase/documents/mental-health-wellness/mhis-strategy.pdf>

**Key Principles and Strategies for K-12 Mental Health Promotion in Schools:** [Key Principles and Strategies for K-12 Mental Health Promotion \(gov.bc.ca\)](#)

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**ISSUE:**

The Ministry of Education (MOE) provided additional grant funding this year to address emerging mental health concerns resulting from the pandemic. This funding is intended to identify mental health concerns, promote positive mental health, well-being and to provide additional supports to students, families and educators. This initiative will support pandemic recovery efforts in alignment with existing strategic plans and initiatives.

**BACKGROUND:**

The MOE's Mental Health in Schools Strategy that was released in the fall of 2020 outlines a vision and pathway for mental-wellness promotion in our school system. It embeds positive mental health and wellness programs and services for students in all areas that include school culture, leadership, curriculum and learning environments. The health and safety restrictions placed on students and staff throughout the pandemic has had an impact on the mental health of everyone, especially our students. Many of these impacts are unknown and manifest in a variety of ways. Understanding the impacts requires a close examination of changes in both student and staff behaviours.

**CURRENT SITUATION:**

As a district, we are focusing on building the capacity of all staff as this work cannot fall to counselors alone. This year, we have partnered with our community agencies and have offered Rainbows Training (grief and loss counselling), we had 15 students from the District Student Advisory Council, high school counsellors and Indigenous Education Support workers attend the Adolescent Mental Health conference. The goal for the groups that attended the Mental Health conference is to apply their learning in their school contexts to offer peer-driven support groups for mental health awareness. The Rainbows training offered each year provides guidance for staff on how to deal with grief and loss. Staff trained are now offering support groups for students



dealing with grief. We have ongoing training in [EASE](#) (Every Day Anxiety Strategies for Educators), [VTRA](#) (Violent Threat Risk Assessment), [Trauma Informed Schools](#), [Mental Health Literacy](#), and [Crisis Prevention Institute training](#) (CPI).

We will be offering Mental Health First Aid for 30 educators across the district in the New Year and will continue to focus on building capacity of school-based staff to better address the needs of students and staff. In addition, we have added additional supports above the ratio for learning services teachers and youth care workers. We have met ratios for counselling supports and will continue to monitor needs throughout the year.

Another element of our mental health strategy is the formation of a Sexual Orientation and Gender Identity (SOGI) committee which has representation from every school and includes administrators, teachers, support staff and trustees. The purpose of this committee is to support the district with understanding diversity and inclusion within the context of our schools. These supports are key to mental wellness as studies have shown that our marginalized populations are at higher risk for addictions, mental illness and suicide. A critical component of supporting mental wellness in our system is having all students/staff seeing themselves reflected in our resources, and in our schools to foster a culture of belonging. In other words, having all groups and cultures represented in our resources promotes a sense of belonging for all. This is achieved by embedding and acknowledging diversity in our curriculum and school cultures and most of our schools currently have inclusion or Gay Straight Alliance (GSA) clubs. In October, six of our educators attended the virtual SOGI summit and we have given all schools funding to increase their SOGI resources in all schools (K-12).

As part of our district's commitment to gathering data, this year our grade 5s will be participating in the [Middle Years Development Instrument](#) (MDI) that asks students how they think and feel about their experiences both inside and outside of school. This complements the data that we have already gathered on both the [Childhood Experiences Questionnaire](#) (CHEQ) and [Early Development Instrument](#) (EDI). These data sets provide the district with valuable information around physical health and well-being, social competence, emotional maturity, language and cognitive development.

Lastly, our [Community: Learning Involves Nutrition and Knowledge](#) (CLINK) workers pay close attention to our most vulnerable students who often have food security concerns. CLINK worker have access to both grant funding and community partnerships and can provide families with assistance as required

#### **CONCLUSION:**

The mental health and social emotional well-being of students and staff are the backbone to educational success. Learning cannot occur if the ability to emotionally regulate or cope with high levels of anxiety are present. The ongoing challenges caused by the pandemic have increased the overall stress level of both adults and children in the system and addressing these concerns in an increased way is possible through the additional allocation from government.

#### **STRATEGIC ALIGNMENT:**

- Equity and Inclusion
- Success for Each Learner



**DATE:** November 2, 2021  
**TO:** Board of Trustees  
**FROM:** Karen Shipka, Superintendent of Schools  
**SUBJECT:** District VP Update  
**ORIGINATOR:** Steve Wyer, Assistant Superintendent  
**REFERENCE:** [3 Year Strategic Plan](#)

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## ISSUE

The Board of Education will receive an update on the work of District Vice Principals during the month of October.

## BACKGROUND

During the 2020-2021 school year the Senior Management Team developed an operational plan to address the most important priorities for the Board of Education as expressed in the District Strategic Plan. The plan included an additional organizational level – District Vice Principal – to support and multiply outcomes in key areas of the plan: literacy, numeracy, Equity and Inclusion for our learners with diverse abilities and for our learners who are Indigenous.

## CURRENT SITUATION

The District Vice Principals have been busy during the month of October rolling out initiatives related to their respective portfolios.

### Barb Carriere – District VP Literacy

- Training on District Wide Write and other assessment with new PVP
- Planning implementation of our operational holdback project – reading project for primary - with PVP.
- Laird Staff - implement their writing strategies using a journaling project planned with school PVP
- Reviewing phonological assessments for all students in K at Alexander Park. Pilot for early learning – assist debrief at staff meeting.
- Support at Lady Grey to implement SmartLearning Rounds as part of their SPSS. 3 days with 5 teachers.
- Support anchor marking at WES with the teachers and new PVP - some training on PM benchmarks
- Windermere K-3 targeted group for phonological assessment - identified from previous reading assessments as requiring attention
- New teacher orientation presentations
- Meet with all PVP about SPSS objectives and strategies



### **Kristin Insull – District VP Numeracy**

- District wide 8/9 Math assessment - huge part of the project seeking support and task development
- Meet individually with all PVP about School Plan support in numeracy
- Meet with three secondary PVP to try a number of different assessment models
- Support the district wide SNAP assessment marking
- Collecting SNAP exemplars to create a marking support document for teachers
- Implementing secondary numeracy team – has not existed before
- Sending weekly numeracy newsletter to staff to keep numeracy in the forefront of thinking
- Spent two numeracy days with LGES planned with PVP to support school plan.
  - Heading back for 2 follow up dates
- MMES supporting requests from PVP for numeracy plan support
- Three upcoming dates with the Math department teams at all three secondary schools
- Support DTSS CORE time with assisting the development of rigorous numeracy tasks
- Reviewing numeracy data for Indigenous learners at higher-level courses.

### **Janna Jasek – District VP for Indigenous Learning and Equity**

- Attend provincial level circles with other Indigenous leads
- Visit all Ab Ed workers separately – assess need and build local relationships
- BCTEA transportation planning – extracurricular transportation support
- Every Child Matters challenge in schools and district office
- Project with Marysville – support in IEPs and intervention for Indigenous learners. How can intervention planning contain Indigenous content and perspective?
- Met with all Education coordinators from Bands
- Researching Anti-Racism Training for the district - all staff and on boarding
- Three flags from each nation at all School District sites
- SOGI collaboration bring to Indigenous consideration to content
- Terms of reference for Indigenous Education Council
- Developing resource review team for developing and reviewing Indigenous content in current resources
- Meet with partners to plan Equity Scan in Indigenous communities

### **Crystal McLeod – District VP Early Learning**

- CHEQ (Childhood Experiences Questionnaire) - top scores for district participation
  - All schools over 80% completion
- Highlight CHEQ and EDI (Early Developmental Index) reports to share with PVP at each school – individual meeting about what to do and how to share
- CHEQ and EDI sessions with community partners at each zone with PVP
- Support school teams with 3 action items from CHEQ/EDI – tie to equity and inclusion
- Connect with Strongstart programs - how to support programs in each zone
- Move Strongstart contract to CBAL (Columbia Basin Alliance for Literacy) in Golden



- CBAL routine meeting to address community early literacy needs
  - Strongstart evening session in every school where there is not a routine program
- SD6 grant with other districts for dual credit program for ECE (Early Childhood Educator)– entice students into ECE with credits in grade 12
- Contract work to get Windermere Valley Resource Book model in other zones – partner with community
- Revive the Kimberley Early Years coalition
- Connect with daycare about requirements and needs and challenges to build partnerships going into 2023
- Provincial projects SEY2K and Changing Results for Young Children
- Big project ongoing about how to include Indigenous perspectives and requirements from the new Early Learning Framework in our early learning practices.

### **Kari Mason – District VP Student Support Services**

- Facilitated response plans (5 already this fall) to build capacity amongst staff.
- Hosted Professional Development Day training for Trauma Informed Practices
- Facilitated 2 Complex Care Intervention (CCI) sessions.
- Met with community agency partners to strengthen our work with students
- Facilitated full day PD on Non-Violent Crisis Intervention (NVCI) with a trauma informed lens.
- Facilitated/presented sessions on Universal Design for Learning (UDL) in high school, planning for follow-up sessions.
- Facilitated and consulted day-to-day on Response to Intervention (RTI), literacy intervention, classroom and individual assessment tools and practices (particularly in the absence of the District Psychologist), reporting practice and support for students with and without designations.
- Meet with Provincial Outreach Support through POPARD consultations to build capacity individual students and classroom practice.
- Daily consultation with staff and administration for building inclusive practice including the support for developing (and redeveloping IEP's and LSP's).
- Gap analysis and collaboration examining district and school practise for workplace violence prevention including preliminary 'next step' plan development.

### **STRATEGIC ALIGNMNET**

- Establish a district level Indigenous Education Vice Principal position to support capacity building of staff and relationship building with Indigenous Partners.
- Explore early learning options for all students in all communities.
- Identify and establish district wide Numeracy assessments at all levels.
- Establish district support positions for Literacy and Numeracy.
- Provide seamless transitions for all students at each stage of their growth and development



## November 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7 	8	9 Board of Education Meeting, Golden Secondary School 6:00 pm In-Camera 7:00 pm Regular	10	11 Remembrance Day 	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30 Policy Committee Meeting, teleconference 4:30 p.m.				

## December 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 BCSTA Trustee Academy, Vancouver	3 BCSTA Trustee Academy, Vancouver	4 BCSTA Trustee Academy, Vancouver
5	6	7 Labour Relations Committee Meeting, teleconference Time: TBD	8	9	10	11
12	13	14 Board of Education Meeting, Video Conference from 3 Zone Offices 6:00 pm In-Camera 7:00 pm Regular	15	16	17	18
19	20 Christmas Break	21 Christmas Break	22 Christmas Break	23 Christmas Break	24 Christmas Break	25
26	27 Christmas Break	28 Christmas Break	29 Christmas Break	30 Christmas Break	31 Christmas Break	