

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

Location: Edgewater Elementary School

Date: October 12, 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 September 14, 2021

4.2 Synopsis of in-camera meeting of September 14, 2021 (Alan Rice)*

5. PRESENTATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

7.1 Policy Development (Karen Shipka)*

7.1.1 Third Reading

7.1.1.1 Policy 9400 District Parent Advisory Council

7.1.2 Second Reading

7.1.1.2 Policies from sections 1000 and 2000 in policy manual

7.1.3 First Reading

7.1.3.1 Policies from sections 4000 and 5000 in policy manual

8. OPERATIONAL ISSUES

9. REPORTS

- 9.1 Budget utilization summary – September 30, 2021 (Alan Rice) *
- 9.2 Enrollment report (Trent Dolgopol) *
- 9.3 District website and portal (Trent Dolgopol)*
- 9.4 District vice principals update (Steve Wyer)*
- 9.5 BC School Trustees Association (Jane Fearing)
- 9.6 BC School Trustees Association, Kootenay Boundary Branch (Jane Thurgood Sagal)
- 9.7 BC Public Schools Employers Association (Sandra Smaill/Jane Thurgood Sagal alt)
- 9.8 FESL Volunteer Sector Working Group (Jane Thurgood Sagal)*

10. INFORMATION ITEMS

- 10.1 Correspondence
- 10.2 October and November 2021 calendar *

11. FORTHCOMING EVENTS

- 2021.10.14 BCSTA Board Chair Meeting, Vancouver
- 2021.10.15 BCSTA Partner Liaison Meeting, Vancouver
- 2021.10.21-22 BCSTA Indigenous Education Committee Meeting, Vancouver
- 2021.10.23 BCSTA Provincial Council Meeting, Virtual
- 2021.10.26 Policy Committee Meeting, Teleconference, 4:30 p.m.
- 2021.11.02 Labour Relations Committee Meeting, Teleconference, 8:30 a.m.
- 2021.11.09 Board of Education Meeting, Golden Secondary School
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment



POLICY NO. 9400

**DISTRICT PARENT ADVISORY
COMMITTEE**

POLICY:

The Board of Education believes that parents are partners in the education system and that parental involvement promotes a positive learning environment. Therefore, the Board supports the establishment of a District Parent Advisory Council (DPAC) which may advise the Board on matters relating to education in the School District.

[Section 8.4 and 8.5](#) of the *School Act* outline the legislated opportunity for parents to form an advisory council.

DPACs are comprised of elected parent representatives from Parent Advisory Council (PAC). They serve as an umbrella organization for the PACs in their school district. The DPAC is governed by its own [Constitution and Bylaws](#). DPACs are NOT required to register as a non-profit or under the BC Societies Act.

DPACs support and encourage PACs and parents in accessing the school system at all levels by providing regular forums for the exchange of ideas and information to ensure that public education serves the best interests of all students.

The business of the DPAC shall be unbiased in respect of race, colour, religion, politics, family status, gender, sexual orientation or physical or mental ability. The DPAC is not a forum for the discussion of individual school personnel, parents, or other individual members of the school community.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES:
[SCHOOL ACT 8.4,8.5, DPAC CONSTITUTION AND BYLAWS](#)

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 9400

DISTRICT PARENT ADVISORY COUNCIL

DISTRICT PRACTICE:

1. Establishment and Dissolution
 - 1.1. Elected Officers of a school parent advisory council may make application to the Board for the establishment of a district parent advisory council. Upon receipt of an application, the Board shall establish a district parent advisory council.
 - 1.2. The District Parent Advisory Council (DPAC) shall establish a constitution and bylaws and file a copy with the Board.
 - 1.3. The District Parent Advisory Council shall make bylaws governing its meetings and the business and conduct of its affairs, including bylaws governing the dissolution of the council.
 - 1.4. The District Parent Advisory Council shall provide copies of all meeting agendas and minutes to the Board through the Secretary Treasurer of the District.
2. Membership shall be composed of:
 - 2.1. DPAC elected officers.
 - 2.2. One representative elected by each school parent advisory council.
 - 2.3. The superintendent or his/her designate.
3. The function of the District Parent Advisory Council will be to:
 - 3.1. Promote the interests of education throughout the District.
 - 3.2. Make recommendations to the Board on district-wide matters relating to the education and well-being of students.
 - 3.3. Provide a means of communication between various school parent advisory councils to assist with and coordinate activities common to these groups.
 - 3.4. Provide for DPAC communications: email and website using an independent ~~no-fee~~ platform such as Google.
4. The District Parent Advisory Council will not involve itself in discussion of individual school district personnel, students or parents.
5. A representative from the District Parent Advisory Council shall be provided a place on the regular Board meeting agenda upon request.
6. The roles, duties and responsibilities of elected DPAC representatives vary but generally, DPAC representatives:
 - 6.1. Act as a liaison between the PAC and DPAC by attending **PAC and** DPAC meetings

POLICY No. 9400 District Parent Advisory Council
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 9400

DISTRICT PARENT ADVISORY COUNCIL

- 6.2. Communicate and obtain information to and from PAC
- 6.3. Bring forward issues that may be common to more than one school.

7. Communication Protocol

School District 6 respects the rights of parents to assure that education decisions are made in the best interest of students. DPAC as an advisory council has opportunity to provide advice to District Administration through representation on various committees. DPAC members represent the voice of parents from across SD6.

- 7.1. When issues are brought forward to DPAC the Chair will communicate in writing and identify the concern to the Superintendent or designate. The Superintendent or designate will respond in writing within 10 business days.

POLICY No. 9400 District Parent Advisory Council
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



POLICY 1200

COMMUNICATION PROTOCOL

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
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**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

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 suggest, as a first step, they 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:



**1200 DISTRICT PRACTICE
COMMUNICATION PROTOCOL**

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 1200 COMMUNICATION PROTOCOLS
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



POLICY 1300

**PRESENTATIONS/DELEGATIONS AT
BOARD OF EDUCATION MEETINGS**

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>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

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DISTRICT PRACTICE 1300
PRESENTATIONS/DELEGATIONS AT
BOARD OF EDUCATION MEETINGS

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

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DISTRICT PRACTICE 1300

PRESENTATIONS/DELEGATIONS AT BOARD OF EDUCATION MEETINGS

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:
Amended:



POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

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.

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REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
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POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

- 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>
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REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
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POLICY 1500

TRUSTEE ROLE, RESPONSIBILITY AND CODE OF ETHICS

- 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>
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REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

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POLICY 2010
SCHOOL ADMINISTRATIVE
ENTITLEMENT

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 2000
CONSULTATION PROCESS, SCHOOL
PLANNING, AND LEARNING
IMPROVEMENT

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

- 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**

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**.



DISTRICT PRACTICE 2010

SCHOOL ADMINISTRATIVE ENTITLEMENT

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

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

FLAG AND NATIONAL ANTHEM PROTOCOL

POLICY:

The Board of Education believes the flags of Canada and British Columbia and the national anthem “O Canada” are an important part in the celebration of Canada as a country and British Columbia as a province.

The Ministry of Education recognizes the importance of these symbols of patriotism. *School Regulation #265/89, [sections 5 \(10\) and 5 \(11\)](#), of the *School Act*, states:*

- (10) The principal of a school, other than a distributed learning school, must
- a) Subject to the approval of the board, establish a program of school assemblies to be conducted at appropriate times during the school year,
 - b) Ensure that assemblies are held at least 3 times in a school year, including the school day immediately preceding Remembrance Day,
 - c) Ensure that the Canadian national anthem shall be sung at each school assembly, and
 - d) Ensure that the Canadian flag and the British Columbia flag be displayed at each school while in session.
- (11) School assemblies referred to in subsection (10) shall be established to promote loyalty to the Crown, respect for Canadian traditions, laws, institutions and human values, and shall include observation of occasions of historic or current importance to Canada and the Commonwealth, as well as appropriate references to the Canadian flag.

The Board of Education further believes singing of the national anthem develops a sense of identity and purpose for the people of Canada; with the words and melody being well known. Singing the national anthem develops pride in being a Canadian and teaches the value of traditions within the lifestyles of both adults and children.

INTENT

Students will sing “O Canada” at least once a week in English and/or French. All students will participate in their own classrooms, or through the use of the school’s intercom system playing the national anthem. Singing of the national anthem will be included at all school functions. The District will supply copies of the words and music in both official languages.

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

ADOPTED: DATE
Amended:



POLICY 2030

ASSISTANCE DOGS

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:

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

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:

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

- 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:

- 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:



DISTRICT PRACTICE 2030

ASSISTANCE DOGS

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:



DISTRICT PRACTICE 2700.1
EMPLOYEE ACCEPTABLE USE OF
DIGITAL TECHNOLOGY

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

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

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.



POLICY 2700

ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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.

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.

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

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.

BACKGROUND:

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.

POLICY

1. 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

-
- 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

-
- 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



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

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

- 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

- 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.



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

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

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)



DISTRICT PRACTICE 2700.2

STUDENT ACCEPTABLE USE OF DIGITAL TECHNOLOGY

- 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.

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 (FOR STUDENTS IN K-7)

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

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

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 2750 USE OF SOCIAL MEDIA

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.

DISTRICT POLICY 2750 Use of Social Media

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 2750
USE OF SOCIAL MEDIA

- 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).

DISTRICT POLICY 2750 Use of Social Media

ADOPTED: DATE
Amended:



**DISTRICT PRACTICE 2750
USE OF SOCIAL MEDIA**

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

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

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

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

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

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.

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 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

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 4200
PERSONAL PROPERTY

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

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

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

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:



DISTRICT PRACTICE 4410

MANAGEMENT OF UNION GRIEVANCES

- 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

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 4550

ROLE OF THE SECRETARY TREASURER

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 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 4500

ROLE OF THE SUPERINTENDENT

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 is informed of the operation of the District and provides such reports as the Board 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 **Broad** authority and responsibility of the office.

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

ADOPTED: DATE
Amended:



POLICY 4600
ROLE OF THE ASSISTANT
SUPERINTENDENT

POLICY:

The superintendent of schools will assign responsibilities to the assistant superintendent regarding District and school operations, the achievement of Board’s goals, and defined District priorities.

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

RESPONSIBILITIES

The assistant superintendent will:

- 1.1 Support leadership development in schools.
- 1.2 Supervise an area/zone of schools.
- 1.3 Assist schools and their communities in resolving issues.
- 1.4 Work with school level leadership to develop, monitor, and adjust schools plans.
- 1.5 Assume portfolios as delegated by the superintendent.
- 1.6 Act on behalf of superintendent when the superintendent is unavailable.
- 1.7 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**

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

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.

The principal/vice principal is responsible for supervision of professional and support staff within their school. In addition to the principal/vice principals are responsible for leadership and support effective instructional and assessment practices and to build individual and school 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 none exists).
- 1.3 Maintain effective interpersonal relations, particularly related to the decision-making process. This includes:
 - (a) eliciting commitment to decisions;
 - (b) establishing expectations; involving individuals and groups appropriately;
 - (c) challenging and constructively criticizing;
 - (d) solving problems; - listening; - responding; and
 - (e) 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.
- 1.5 Establish and maintain positive relations with the parents and the community, ensuring two-way communication.

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

ADOPTED: DATE
Amended:



POLICY 4800

ROLE OF THE PRINCIPAL / VICE PRINCIPAL

- 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.

Immediate supervisor: superintendent of schools

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

ADOPTED: DATE

Amended:



POLICY 5000

STUDENT ENROLLMENT

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

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

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



POLICY 5100
STUDENT SAFETY

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 5050
STUDENT TRAVEL FOR WORK
EXPERIENCE

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.



DISTRICT PRACTICE 5100 STUDENT SAFETY

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

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

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:



DISTRICT PRACTICE 5300

STUDENT THREAT ASSESSMENT

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:

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

STAGE 1: VTRA REPORT FORM

(Data Collection and Immediate Risk Reducing Intervention)

Violence / Threat Making Behaviours examples: (addressed in this protocol but not limited to)

- Serious violence with intent to harm or kill
- Verbal / written threats to kill others (**Clear, Direct AND Plausible**)
- Internet / blogs / twitter / and other social media – threats to kill others
- Possession of weapons (including replicas)
- Fire setting
- Sexual intimidation or assault
- Gang-related intimidation and violence

Child/Youth		School	
Date of Birth		Student Number	
Grade			
Age		Parent / Guardian Name	

Make sure all children/youth are safe and call police

- **Appropriately monitor and/or detail the child/youth/or concern until the police member of the team is present.**
- **Do not allow access to coats, backpacks, desks or lockers.**
- **If there is imminent danger call 9-1-1.**
- **Determine if threat has access to the means (knife, gun, etc.).**
- **Interview witnesses including all participants directly and indirectly involved.**
- **Notify the child/youth’s parent/s or guardian/s including if police are part of the interview process.**

Parents/guardians have been notified of the situation and this assessment

Parents/guardians have NOT been notified because:

Pre-Interview Considerations:

- When possible, interview the threat maker **after** the initial data have been collected such as locker check, interviewing the individual who reported the threat as well as the police partner doing an occurrence check for prior police contacts. This will help to avoid the “uni-dimensional assessment” and provide interviewer(s) with data to develop case specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview to test those hypotheses.
- There should **never** be more than two people in the room interviewing the threat maker or child/youth of concern.
- Remember to distinguish between **assessing the threat** versus **assessing the threat maker**.

**APPENDIX B:
COMMUNITY THREAT ASSESSMENT REPORT FORM**

Immediate Data – may be obtained from multiple sources including:

Reporter/s	
Target/s	
Witnesses	

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Teachers and other school staff (secretaries, support staff, bus driver, etc.)	
Friends, classmates, acquaintances	
Parents/caregivers (call both parents)	
Current and previous school records (call the sending school)	
Check the child/youth's locker, desk, backpack, recent text books/assignments/binders, cars, etc.	
Check/Search or question parents/caregivers about the child/youth's bedroom, etc.	
Activities: internet histories, diaries, notebooks	
<p>Other Agencies: <i>As per the formal signed protocol, other agency partners may be involved in the Stage I VTRA process as consultants to the school/police team and sources of initial data relevant to the case at hand, such as past or current involvement with other agencies that once they are informed of the initial school/police data may release necessary information or physically join the team.</i></p>	
Call Ministry Children Family Development for record check relevant to the case at hand	
Call Mental Health for record check relevant to the case at hand	
Call Youth Probation for record check relevant to the case at hand	
Call RCMP/Police for record check relevant to the case at hand	

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

STAGE 2: VTRA MEETING QUESTIONS

Series 1 Questions: The Incident

Where did the incident happen and when?

How did it come to the interviewee's attention?

What was the specific language of the threat, detail of the weapon or gesture made?

What was the stated: Justification for the threat? Means to carry out the threat? Consequences weighed out? Conditions that could lower the level of risk?

Who was present and under what circumstances did the incident occur?

What was the motivation or perceived cause of the incident?

What was the response of the target (if present) at the time of the incident? Did they add or detract from Justification Process?

What was the response of others who were present at the time of the incident? Did they add or detract from the Justification Process?

Series 2 Questions: Attack Related Behaviours

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Has the child/youth sought out information consistent with their threat making or threat-related behaviour?
Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?
Has the child/youth attempted to gain access to weapons or do they have access to weapons they have threatened to use?
Have they developed a plan and how general or specific is it (time, date, identified target selection, site selection, journal or justification, maps, floor plans)?
Has the child/youth been engaging in suspicious behaviours? Such as appearing to show inordinate interest in alarm systems, sprinkler systems, and video surveillance in school or elsewhere? Schedules and location of police or security patrol?
Have they engaged in rehearsal behaviour, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting?
Is there any evidence of attack-related behaviours in their locker (backpack, car trunk, etc.) at the school or bedroom at home (shed, garage, etc.)?
Have others been forewarned of a pending attack or told not to come to school because "something big is going to happen?"

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Series 3 Questions: Threat Maker Typology

Does the threat maker have a history of violence or threat of violence? If yes, what is their past:

- HTS – History of Human Target Selection
- SS – History of Site Selection
- F – Frequency of Violence or Threats
- I – Intensity of Violence or Threats
- R – Recency

In the case at hand, what is their current:

- HTS – Human Target Selection
- SS – Site Selection
- Does it denote a significant increase in **baseline** behaviour?

Does the child/youth have a history of depression or suicidal thinking?

Is there a mental health diagnosis or evidence of a mental health diagnosis that may be a risk enhancing factor in the case at hand?

Is there evidence of fluidity in their writings, drawings or verbalizations?

Does the threat maker use drugs or alcohol? Is there evidence it is a risk-enhancing factor in the case at hand?

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Series 4 Questions: The Target Typology

In some cases the Target is a higher risk for violence than the threat maker with the most common case being where the Threat Maker is the victim of bullying and the Target is the bully.

Does the target have a history of violence or threats of violence?

If yes, what is the frequency, intensity, and recency (FIR) of the violence?

What has been their past human target selection (have they been engaged in bullying behaviours)?

Has there been an increase in bullying behaviours? (if yes, then where has the bullying behaviours occurred)?

Is there evidence the target has instigated the current situation?

Series 5 Questions: Peer Dynamics

Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?

Who is the threat maker's (subjects) peer structure and where does the threat maker fit (leader, co-leader, follower)?

Is there a difference between the threat maker's individual baseline behaviour and their peer group baseline behaviour?

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Is there a peer who could assist with the plan or obtain weapons for the necessary attack?
Series 6 Questions: Empty Vessel
Does the child/youth of concern have a healthy relationship with a mature adult?
Does the child/youth have inordinate knowledge versus general knowledge or interest in violent events, themes or incidents, including school-based attacks?
How have they responded to prior violent incidents (local, national, etc.)?
What type of violent games, movies, books, music, internet searches, does the child/youth (subject) fill themselves with?
Is there evidence that what they are filling themselves with is influencing their behaviour? (imitators vs innovators)
What related themes are present in their writings, drawings, etc.?
Is there evidence of fluidity and or religiosity?
What important adult connection(s) could be utilized to stabilize the current situation?

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Series 7 Questions: Contextual Factors
Has the threat maker experienced a recent loss, such as a death of a family member/friend; recent break up; rejection by a peer or peer group; cut from a sports team; received rejection notice from a college, university or military, etc.?
Have the parents just divorced or separated?
Are they victims of child abuse and has the abuse been dormant but resurfaced at this time?
Are they being initiated into a gang and is it voluntary or forced recruitment?
Have they recently had an argument or fight with a parent/caregiver or someone close to them?
Have they recently been charged with an offence or suspended or expelled from school?
Is the place where they would potentially be suspended likely to decrease or increase their level of risk?
Series 8 Questions: Family Dynamics
How many homes does the child/youth reside in (shared custody, parents, guardians, grandparents, etc.)?

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Is the child/youth connected to a healthy, mature adult in the home?
Who all lives in the family home (full and part-time)? Has anyone entered or left the home who may be influencing level of risk?
Who seems to be in charge of the family and how often are they around?
Has the child/youth engaged in violence and to whom including frequency, intensity, recency (FIR) ?
What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?
Are parents or caregivers concerned for their own safety or the safety of their children or others?
Does the child/youth's level of risk (at home, school or in the community) cycle according to who is in the home (i.e. the child/youth is low risk when the father is home but high risk when the father travels for work)?
Does the child/youth have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.?
Has the child/youth been diagnosed with a DSM V diagnosis?

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Is there a history of mental health disorders in the family?
Is there a history of drug or alcohol abuse in the family?
GENOGRAM (pictorial map of the family)
<i>As a team, ask the question to each member of the VTR team along with rationale "to what extent does the child/youth pose a threat to school/others' safety?" "Do they pose a threat to themselves or someone outside the school (ie, family)?" Indicate the level of concern.</i>
<input type="checkbox"/> Low Level of Concern <i>Risk to target/s, student/s, staff and school safety is minimal.</i> <ul style="list-style-type: none">• <i>Threat is vague and indirect</i>• <i>Information contained within the threat is inconsistent, implausible or lacks detail, threat lacks realism</i>• <i>Available information suggests that the person is unlikely to carry out the threat or become violent</i>• <i>Typical baseline behaviour</i>

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Medium Level of Concern

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- *Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (i.e. possible place and time).*
- *No clear indication that the child/youth of concern has taken preparatory steps (i.e. weapon seeking), although there may be an ambiguous or inconclusive reference point to that possibility. There may be a specific statement seeking to convey that the threat is not empty, "I'm serious".*
- *Moderate or lingering concerns about the child/youth's potential to act violently.*
- *Increase in baseline behaviour.*

High Level of Concern

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- *Threat is specific and plausible. There is an identified target. Child/youth has the capacity to act on the threat.*
- *Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the child/youth has acquired or practiced with a weapon or as had a victim under surveillance.*
- *Information suggests strong concern about the child/youth's potential to act violently.*
- *Significant increase in baseline behaviour.*

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

Low to Medium Level of Concern

- *Implement the Intervention Plan (most child/youth can be managed at school with interventions).*

Medium to High Level of Concern

- *The Threat Assessment Team has determined that further assessment is required – **Stage II Threat Assessment.***
- *School Threat Assessment lead will notify the Superintendent of Schools and the Safe Schools Coordinator to discuss next steps.*
- *If there is **imminent danger** call 9-1-1 (i.e. a gun is found).*

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Use the following intervention plan to address all concerns identified during Stage 1 or 2 Assessment

STAGE 1 or 2: Intervention Plan – attach additional pages as needed

<input type="checkbox"/> Disciplinary action taken:			
<input type="checkbox"/> Intended victim warned and/or parents/guardians notified:		Date:	
<input type="checkbox"/> Suicide Intervention initiated on:	Date:	By:	
<input type="checkbox"/> Contract not to harm self or other created (attach)			
<input type="checkbox"/> Alert staff and teachers on a need-to-know basis		Name:	
<input type="checkbox"/> Daily or Weekly check in time with	(Name/Title):		
<input type="checkbox"/> Backpack, coat, and other belongings check-in/checkout		Assigned to:	
<input type="checkbox"/> Identify precipitation/aggravating circumstances and intervene to alleviate tension			
<input type="checkbox"/> Late Arrival and/or Early Dismissal		Times:	
<input type="checkbox"/> Behaviour Management / Safety Plan (attach copy to this Threat Assessment)		<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>	
<input type="checkbox"/> Educational Plan		<hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/> <hr style="border-top: 1px dotted black;"/>	
<input type="checkbox"/> Modify daily schedule by:			
Interventions	Name:	Intervention:	Date:
(Psychologist, Safe School Coordinator, School administrator, MCFD, Mental Health, Justice, Addictions Services, etc.)			

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

<input type="checkbox"/> Obtain permission to share information with community partners such as counsellors and therapists (release of information forms)	Date (attach):		
Other Action: <div style="border: 1px dotted black; height: 150px;"></div>			
Identify VTRA member who will communicate VTRA findings and recommendations with parent/guardian	Name:		
Monitor this Intervention Plan regularly and modify as appropriate			
Team Members	Date	Signature	
Principal:			
Vice-Principal:			
Counselor / Psychologist:			
Police:			
Safe School Coordinator:			
MCFD member:			

APPENDIX B: COMMUNITY THREAT ASSESSMENT REPORT FORM

Mental Health member:			
Other:			
Other:			
Other:			
Other:			
Review Date:		Meeting called by:	



POLICY 5400

ADMISSION OF INTERNATIONAL STUDENTS

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

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

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

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

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:



DISTRICT PRACTICE 5950
NURSING SUPPORT SERVICES

- 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:



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:

DATE: October 12, 2021
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – September 30, 2021
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Report - September



ISSUE

That the Board of Education receive a report on year-to-date operating expenditures compared to budget and prior year data as information.

BACKGROUND

This report is to provide the Board with information concerning fluctuations in operating expenditures on a monthly basis.

CURRENT SITUATION

Instruction: increase of approximately \$907,000 from prior year. Primarily attributable to increase in salaries and benefits, and homestay fees.

Administration: increase of approximately \$28,000 from prior year. Primarily attributable to increases in salaries and benefits.

Operations and Maintenance: increase of approximately \$106,000 from prior year. Primarily attributable to supplies, utilities and equipment costs due to COVID.

Transportation and Housing: increase of approximately \$88,000 from prior year. Attributable to resumption of travel and bus trips.

CONCLUSION

Expenditures to date are below budget and greater than the prior year for the same timeframe.

RECOMMENDATION

Continue to monitor on a monthly basis.

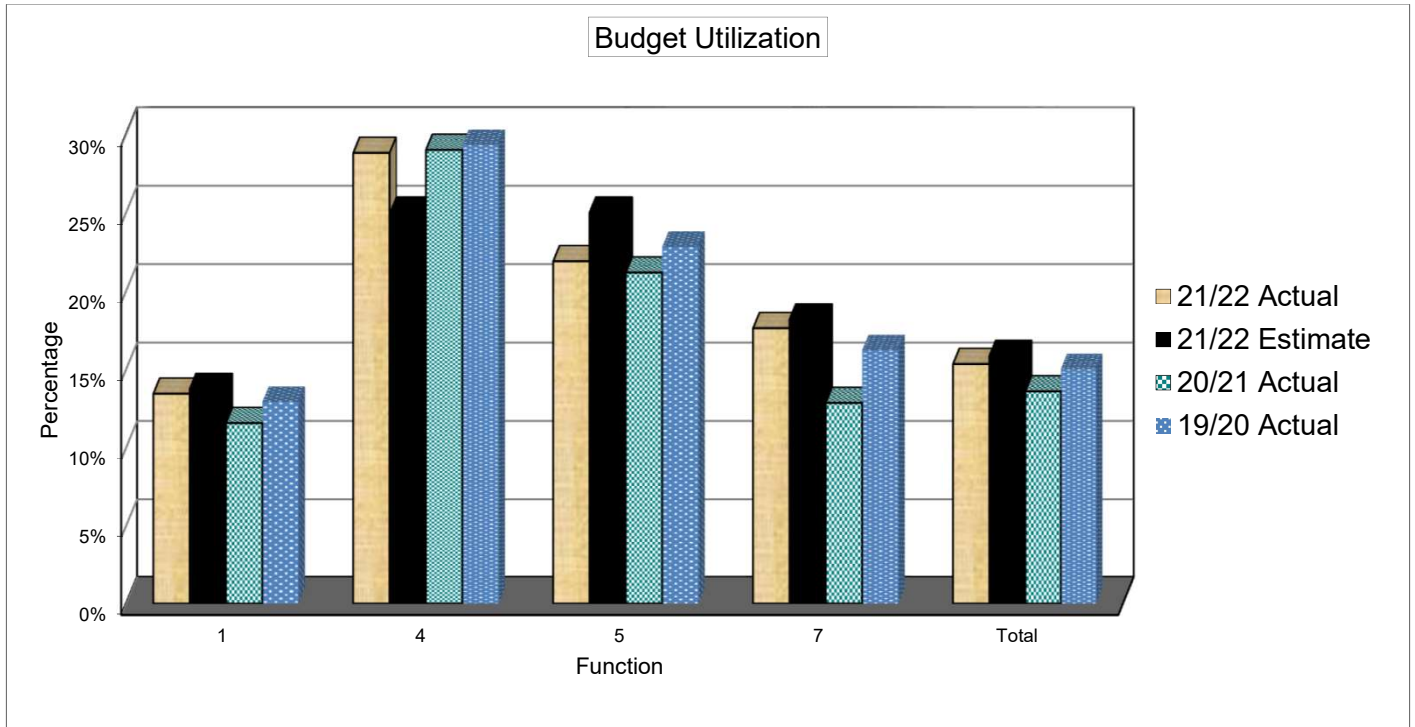
STRATEGIC ALIGNMNET

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



ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
September 30, 2021

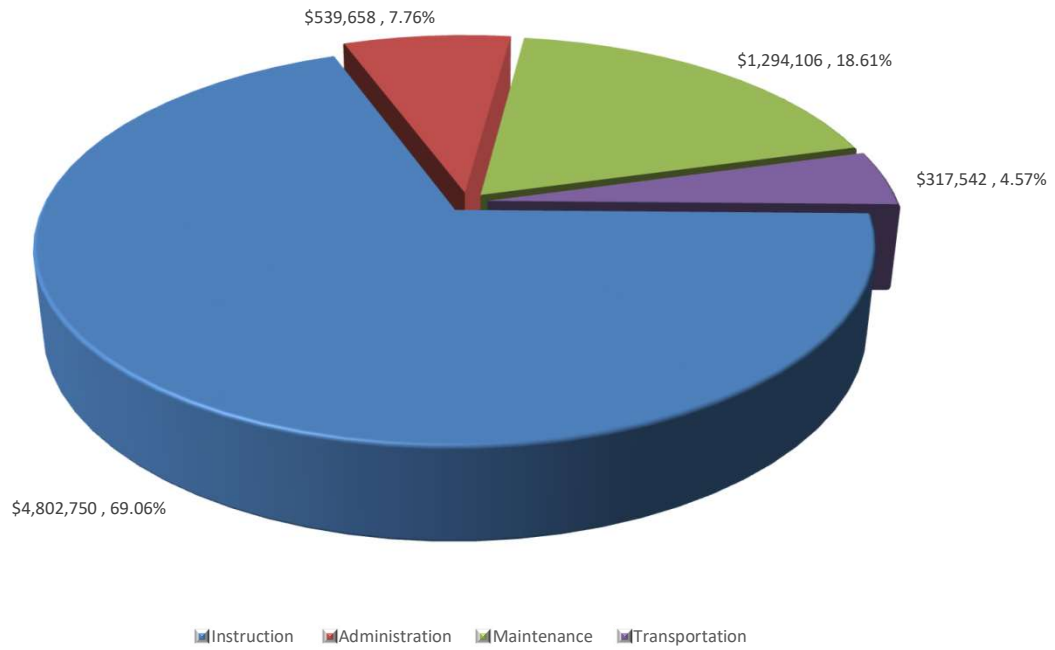
<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2020/21 ACTUAL</u>
Instruction	1	10	\$ 35,716,684	\$ 4,802,750	13.45%	13.75%	11.58%
Administration	4	12	\$ 1,872,894	\$ 539,658	28.81%	25.00%	29.00%
Maintenance	5	12	\$ 5,910,097	\$ 1,294,106	21.90%	25.00%	21.18%
Transportation	7	11	\$ 1,800,850	\$ 317,542	17.63%	18.18%	12.87%
Total			\$ 45,300,525	\$ 6,954,056	15.35%	15.86%	13.61%



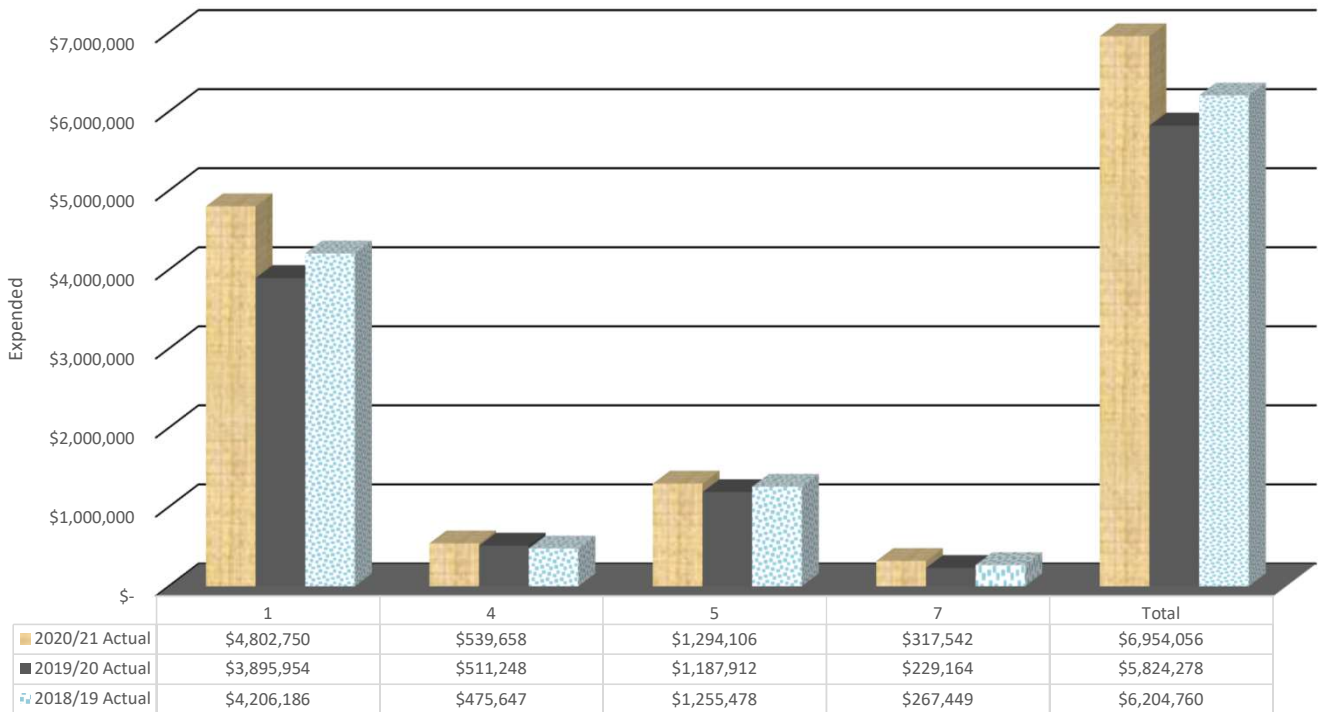
BUDGET ADJUSTMENTS:

	<u>APPROVED</u>	<u>AMENDED</u>	<u>EXISTING</u>	<u>DIFFERENCE</u>
Function 1	\$ 35,716,684	\$ -	\$ 35,716,684	\$ -
Function 4	\$ 1,872,894	\$ -	\$ 1,872,894	\$ -
Function 5	\$ 5,910,097	\$ -	\$ 5,910,097	\$ -
Function 7	\$ 1,800,850	\$ -	\$ 1,800,850	\$ -
Local Cap.	\$ 3,290,146	\$ -	\$ 3,290,146	\$ -
TOTAL	\$ 48,590,671	\$ -	\$ 48,590,671	\$ -

Expenditures by Function



3 Year Actual Expenditure Comparison



DATE: October 12, 2021
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Enrollment Report
ORIGINATOR: Trent Dolgopol, Director of Instruction
REFERENCE: [School and Student Data Collection Order \(School Act, Sections 81 and 168 \(2\)\)](#), data from MyED Student Information System



ISSUE

That the Board of Education receive the 2021-22 Student Enrollment report as information.

BACKGROUND

The 1701 enrollment and programming report data is obtained from MyEdBC on September 30 each year. Student enrollment and programming on September 30 is the basis for determining school district funding from the Ministry of Education. This year, with the National Day for Truth and Reconciliation scheduled on September 30, the data was reported on September 29.

The School and Student Data Collection Order (School Act, Sections 81 and 168 (2)) states:

- A board must collect and submit to the minister, in the manner and form and at the times required by the Ministry of Education, information respecting:
 - each school operated by the board;
 - enrolment, registration and achievement of:
 - each student enrolled in an educational program provided by the board;
 - each child registered with a school or distributed learning school operated by the board;
 - each child who participates in an early learning program, and;
 - employees of the board.

The 1701 report is pulled on September 30 each year that shows the overall enrollment. That report is then validated for accuracy and submitted to the Ministry of Education.

CURRENT SITUATION

The student enrollment count is based on the students who were registered and accounted for on September 29, 2021. Enrollment data, from the 1701 report indicates an increase from 3,325 in 2020 to 3,518, an increase of 193 students across the district. The table in Appendix A shows student enrollment on September 29, 2021.

International student enrollment has rebounded this year. Our International student enrollment has gone



from 78 students in 2019, to 17 students in 2020, and now back up to 83 students at September 29, 2021. Details on student enrollment numbers by zone is available in Appendix A.

FINANCIAL IMPLICATIONS

The Ministry of Education uses student enrollment as the foundation for grant allocations to school districts making accuracy of reporting essential.

CONCLUSION

The student enrollment for SD6 has increased by 193 students which is a significant increase as the district has experienced a relatively flat enrollment trend for the last few years.



Appendix A

SD 6 Rocky Mountain Student Enrollment

Oct. 5 - 2021

	2021-2022	Difference From Prev Year	2020-2021	2019-2020
Kimberley				
Kimberley Alternate School	24	0	24	24
Lindsey Park Elementary School	160	-3	163	159
Marysville Elementary School	175	3	172	166
McKim Middle School	426	12	414	444
Selkirk Secondary School	493	35	458	430
Kimberley Total	1278	47	1231	1223
Invermere/Windermere				
David Thompson Secondary School	440	15	425	411
Edgewater Elementary School	124	-8	132	124
Eileen Madson Elementary School	227	14	213	197
Invermere Open Doors School	35	5	30	33
J. Alfred Laird Elementary School	243	13	230	260
Martin Morigeau Elementary School	70	0	70	63
Windermere Elementary School	150	18	132	140
Invermere/Windermere Total	1289	57	1232	1228
Golden				
Alexander Park Elementary School	219	29	190	222
Golden Alternate School	20	11	9	26
Golden Secondary School	298	33	265	266
Lady Grey Elementary School	227	-6	233	243
Nicholson Elementary School	102	11	91	101
Golden Total	866	78	788	858
Rocky Mountain Distributed Learning	84	11	73	63
Continuing Education	1	0	1	2
Sub-Total	3518	193	3325	3374
International Students	84	67	17	78
Fee Paying	3	3		
District Total	3605	263	3342	3452

Home School Enrollment

25 6

19

18



DATE: October 12, 2021
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: District Website and Portal
ORIGINATOR: Trent Dolgopol, Director of Instruction
REFERENCE:



ISSUE

The Scholantis portal environment, including both district and school website is at end of life (EOL) and the vendor provided us with early notification that they would no longer provide support. This prompted an investigation to find a new vendor to host school and district websites.

BACKGROUND

For the past several years, Scholantis has hosted district and school websites and provided a portal environment as a tool for staff collaboration and a means to communicate with students, families, the local community, and more broadly to anyone interested in learning more about Rocky Mountain School District. When the District learned that the environment would no longer be supported, an investigation began by conducting a survey of staff to determine how many staff/students were using the portal and how many had moved to Microsoft Teams. The survey was sent to approximately 750 staff and 142 responses were received. Only 46% of respondents indicated that they use the portal for any reason and less than 30% indicated use of the portal with students and families. When asked “Which platform do you prefer?” Portal or Teams, 56% of the staff responses indicated Teams.

Feedback from the District Technology Advisory Committee indicated that the District currently supported too many platforms. Committee members indicated that this posed challenges for both students and staff, as they had to learn to use and become proficient with the multiple platforms. The recommendation of the Committee was to provide greater levels of support and training for fewer platforms.

Teams and the Scholantis portal provide similar functionality for educators to collaborate and communicate with students and families and currently the District pays licensing costs for both. Given that the Scholantis portal environment will no longer be supported, it made sense to look for a website vendor that would provide school and district websites only and maximize the use of Teams, reducing by one.

CURRENT SITUATION

The District investigated several website options. After considering the options available from multiple vendors, including Scholantis, it was determined that a vendor named Rally could provide us with the best product and services to meet District needs.



Our new district and school websites, once implemented, will include enhanced capabilities and functionality that allow for improved communication with all students, families, staff, and the broader community. Teachers will also have the option of hosting class websites where they may post information and resources for access by students and families. Additionally, we will be incorporating more social media presence.

With this change comes great opportunity, educators will be able focus their efforts on mastering fewer platforms. Using class websites and Microsoft Teams, teachers will continue to have tools that support instructional and communication needs with students, families, and colleagues.

We will be implementing a robust training plan that will include training for district and school website editors. The teacher training plan will be delivered through a train-the-trainer model which will utilize the tech lead from each school receive training directly from Rally and Microsoft. These members of the Tech Leaders Network will then provide learning opportunities for school staffs.

We will continue to offer additional learning opportunities for staff to build capacity with Teams, including the use of Class Notebook.

For teachers with content in the portal, we will move this content to OneDrive for future access when building new class websites.

TIMELINES

Tentative Training Schedule

- District Office Staff – October 21, 2021
- Secretaries – October 22, 2021
- Principals and Vice-Principals – October 27, 2021
- Teacher Tech Leaders Network – October 28, 2021

District, school, and class website development – October forward

FINANCIAL IMPLICATIONS

Moving to Rally as our website provider has some short-term implementation and training costs associated but will result in an annual long-term savings of approximately \$3,000 annually.

CONCLUSION

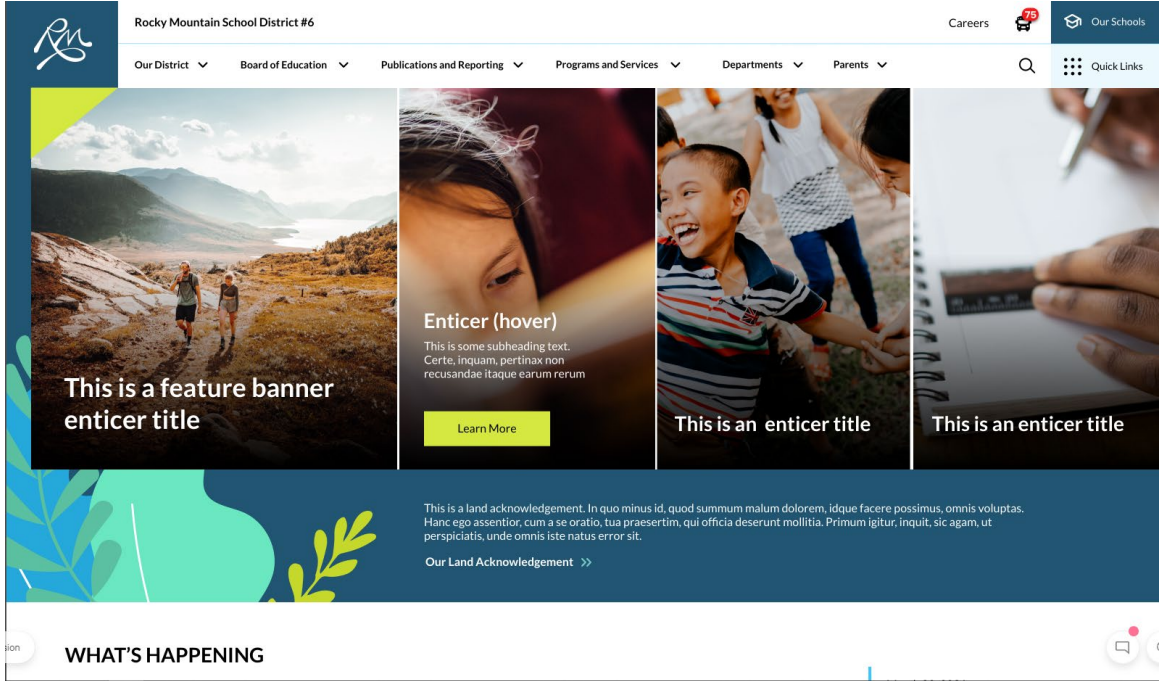
The district continues to evaluate the technology infrastructure and applications available to staff and students to ensure that the district has tools to enhance learning for students and improve communications with parents and community. The new website, developed by Rally, will launch on January 4th, 2022. Appendix A shows the new landing page for the district website.

STRATEGIC ALIGNMENT

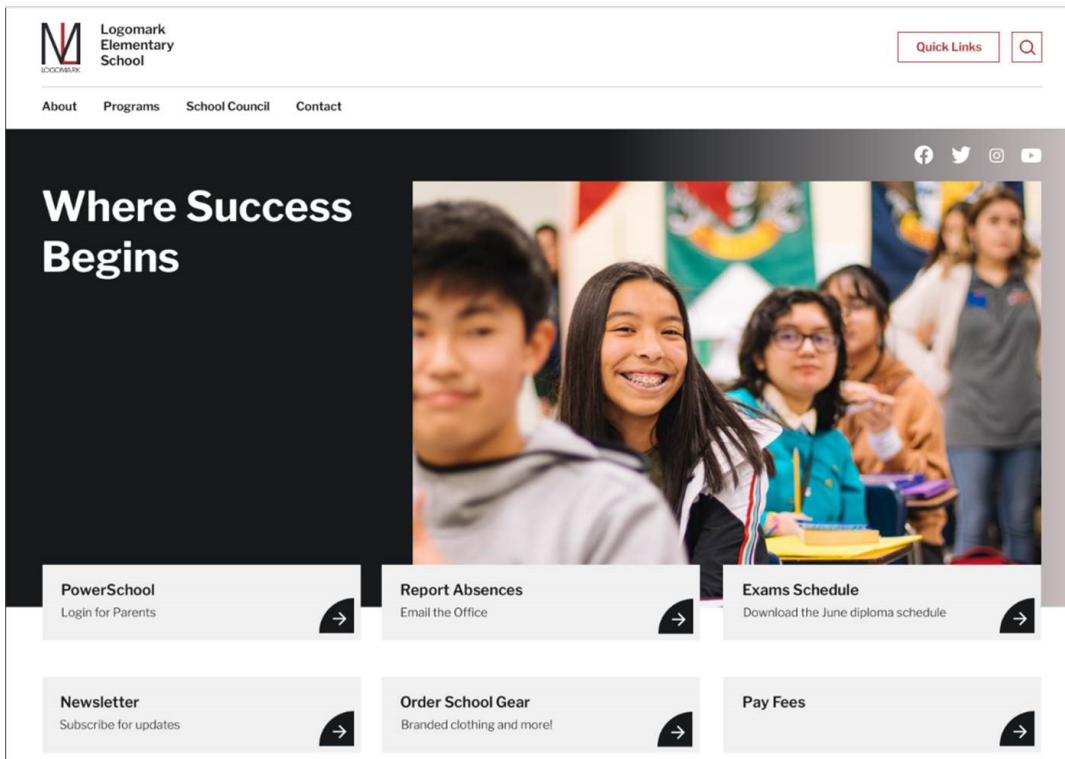
Improved communication with all educational partners will support our on-going engagement goals as identified in the District Strategic Plan – Equity and Inclusion – Student, Parent, and Partner Engagement.



APPENDIX A
1.0 – District Homepage



2.0 – School Homepage (will be customizable with school colours and local images)



DATE: October 12, 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](#)



ISSUE

The Board of Education will receive an update on the initial activities of District Vice Principals responsible for outcomes in key areas of the District Strategic Plan.

BACKGROUND

During the 2020-2021 school year the Board of Education developed a Three Year Strategic plan. With input from our education partners, the Senior Leadership Team developed an operational plan that was driven by data sources and actioned the key priorities for the Board. In order to advance the objectives of the strategic plan, an operational decision to add an additional organizational level to the district staffing – District Vice Principal – to support key areas of the plan: Literacy, Numeracy, Equity and Inclusion and Early Learning.

CURRENT SITUATION

The District Vice Principals (DVP) work as a team of leaders to support schools in advancing learning in specialized areas throughout the district. As a team, we began this work methodically, examining each school plan to identify areas where the DVP could support the Principal in realizing the objectives in the School Success plan. By this point, the DVPs have met individually with each school principal to discuss ways to support collective school strategies for growth as well as how to assist principals in sharing and talking about evidence of learning with staff.

Arising from this process, a number of district objectives lead by our school principals in partnership with the DVP are already underway.

After analyzing the School Success Plans, it was identified that there was a data gap in numeracy at the grade 8 and 9 level. The DVP Numeracy is working with a group of leaders to identify a numeracy assessment that could be used district wide to fill that gap. This is a documented short-term objective in the operational plan for the District. Rather than purchasing an assessment, the District VP will gather best practices from other organizations to inform either a purchase or the development of a new assessment.



The DVP for Learning Support Services supports principals in promoting inclusive learning environments and addressing the individual learning needs of students. The DVP Learning Support Services works with School Base Teams in all schools to monitor and adjust interventions for learners. Currently, the DVP is working with principals and school teams to ensure best practices are in place for building learning plans, response plans, and monitoring the effectiveness of intervention.

The DVP for Literacy will build on the promising practices in writing that we have focused on in the past and target reading as an area of growth especially at grade 8 and 9. The DVP for Literacy has engaged with secondary principals to design informative reading assessment models and responses for learners at the grade 8 and 9 level. This is data the District has needed to gather in order to reliably ensure students have the literacy skills they require to meet the Ministry of Education expectations for literacy. This DVP will also be leading principals across the district in supporting literacy in their schools.

Equity and Inclusion is a priority for the Board of Education. As such, leadership work in this area is shared with the new DVP for Equity and Inclusion. To date, this DVP has met with our Indigenous Partners, participated in provincial circle conversations about equity, and supported enhanced programming for schools during the week of Truth and Reconciliation in September. Currently, the DVP will meet with all Indigenous Education Support Workers to review programming and supports in each school. The initial impact of this role has been to elevate the importance and visibility of Indigenous education and equity across the district.

The District Principal Team are:

Barb Carriere – District Vice Principal Literacy

Kristin Insull – District Vice Principal Numeracy

Kari Mason – District Vice Principal Learning Support Services

Jenna Jasek – District Vice Principal Indigenous Education and Equity

Crystal McLeod – District Vice Principal Early Learning

This is not an exhaustive list of the many initiatives lead by this team but rather a sample of the ways the District Vice Principal Team supports Principals to lead learning.

CONCLUSION

Early indications show that the DVPs are a welcomed additional resource. They are providing strategic supports for principals as they begin to action the School Success Plan and support for teachers in classrooms. Given the early momentum that each of the DVPs has created, validates the decision to make this additional investment in support of students.

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.



9.8 FESL Volunteer Sector Working Group (October 12, 2021 Update)

1. Strategic Planning for Student Success (*Implementation Guide for the Framework for Enhancing Student Learning, updated July 2021, p. 21*):
 - a. Scan Multiple Sources of Evidence
 - b. Strategic Engagement
 - c. Set Learning Goals and Objectives
 - d. Establish Strategies and Measures
 - e. Multi-year Strategic Plan Finalized
 - f. Financial and Operational Plans Aligned
 - g. School Plans Aligned
 - h. Develop Communication Plan
2. The Task: Develop descriptive statements of quality, proficiency, and action that:
 - Are aspirational and, yet, within reach
 - Bring clarity to those providing feedback and to the field
 - Describe how one would know that your specific topic within strategic planning is being done well in the planning and reporting cycle.
3. Quality Descriptors for Setting and Finalizing a Multi-Year Strategic Plan:
 - reviewing and designing with the eight components of the Strategic Planning for Student Success.
 - Board approval and a renewal date communicated publicly in a variety of ways.
 - an ongoing continuous improvement cycle embedded in the plan to monitor, evaluate, align and implement.
4. Quality Descriptors for Aligning Financial and Operational Plans:
 - a budget development process that is driven by the strategic plan priorities.
 - aligning district annual operational plans (human resources, information technology, finance, communications, and facilities) and school plans in support of the Board's Strategic Plan.
 - monitoring and adjusting budgets through ongoing assessment.
5. Quality Descriptors for Aligning School Plans:
 - a process for School Learning Plan development and ongoing review to ensure that
 - student learning goal statements which align with the Educated Citizen and BC Curriculum are collaboratively developed.
 - objectives and targets are aligned with Local Education Agreements & Enhancement Agreements, and include the FESL subset of indicators.
 - Action plans include evidence-based approaches and honour Local Education Agreements and Enhancement Agreements.
 - district and school budgets are aligned with the strategies, within the School Learning Plan.
6. Sector Volunteer Planning Sessions
 - Rightsholders and partners roundtable (October 8)
 - Superintendents (October 14)
 - Partner Liaison Meeting (October 15)
 - Peer Review Team: Finalize assessment tools (October 28, November 3, November 8)
 - Peer Review Team: Review of District Strategic Plans and Enhancing Student Learning Reports (Nov 23-25)

October 2021

	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11 	12 Board of Education meeting, Edwater Elementary School 6:00 pm In-Camera 7:00 pm Regular	13	14 BCSTA Board Chair Meeting - Vancouver	15 BCSTA Partner Liaison Meeting - Vancouver	16
17	18	19	20	21 BCSTA Indigenous Education Committee Meeting - Vancouver	22 BCSTA Indigenous Education Committee Meeting - Vancouver Non-Instructional Day for Professional Development	23 BCSTA Provincial Council Meeting - Virtual
24	25	26 Policy Committee teleconference, 4:30 p.m.	27	28	29	30
31						

November 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2 Labour Relations Committee teleconference 8:30 am	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	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				