



# School District No. 51 (Boundary)

Regular Meeting of the Board of Education

May 8, 2018 at 6:00 p.m.

School Board Office

## Agenda

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### Call to Order

#### Opening Acknowledgement

"We would like to give recognition and honour to all the Aboriginal peoples and ancestors, including the Interior Salish peoples, who lived here and cared for these lands."

#### Presentations/Delegations

Presentation on Outside Learning

#### 10 Minute Comment Period

#### Adoption of Agenda

#### Adoption of Minutes

April 17, 2018 – Regular Board Meeting Minutes

#### Report on In-Camera Meeting from April 17, 2018

The Board discussed personnel issues, properties/facilities, business items, as well as the hiring of the Superintendent.

#### Correspondence

Nil

#### Business Items

##### 1. Superintendent's Report (Attachment)

- School Fees (Attachment)

**MOTION:** "That the Board of Education approve the School Fees as presented."

- Field Trips Approved to Date (Attachment)
- Quebec trip for Board Final Approval (Attachment)

**MOTION:** "That the Board of Education give final approve to the Quebec Exchange 2018 field trip, as presented."

##### 2. Secretary-Treasurer's Report

- April 2018 Report (Attachments)
- Enrolment Report (Attachment)
- Expenditure Report (Attachment)

##### 3. Capital Plan 2018/2019

- Washroom upgrades – Perley
- Flooring repairs – Perley, Hutton, West Boundary, Greenwood, Boundary Central, Christina Lake
- Mechanical (Plumbing) – Midway Elementary, Christina Lake, Beaverdell
- Bus Projects – two (2) 76 passenger buses

MOTION: "That the Board of Education unanimously agrees to give the Capital Project Bylaw No. 2018/19-CPSD51-01 all three readings at this meeting of May 8, 2018."

MOTION: "A BYLAW by the Board of Education of School District No. 51 (Boundary) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*.

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

NOW THEREFORE the Board agrees to the following:

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

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2018/19 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated March 26, 2018, is hereby adopted.
2. This Bylaw may be cited as School District No.51 (Boundary) Capital Bylaw No. 2018/19-CPSD51-01."

MOTION: "That the Board of School District No. 51 (Boundary) approve the Capital Bylaw No. 2018/19-CPSD51-01 as read a first, second and third time, passed and adopted the 8<sup>th</sup> day of May 2018."

**4. Director of Learning Report**

- April 2018 Report (Attachment)

**5. Talking Break**

What are the potential positive impacts of students learning outside the classroom?

**6. Chief Election Officer**

MOTION: "That the Board of Education of School District No. 51 (Boundary) appoint Mrs. Jeanette Hanlon as Chief Election Officer for the School Trustee Election on October 20, 2018, and that Mrs. Hanlon be granted authority to appoint poll clerks and/or a Deputy Chief Election Officer, should the need arise."

## 7. Committee Reports

- AbEd Committee
- Finance Committee
- Operations Committee
- Policy Committee (Attachments)

MOTION: "That the Board has reviewed the attached policies and agrees that there are no amendments required at this time

- Policy 1000 -- The School District
- Policy 4000 – Child Protection (updated links)
- Policy 4050 – Weapons."

MOTION: "That the Board approve the housekeeping changes to the following policies:

- Policy 1040 – Board Meetings
- Policy 2006 - Disposal of Equipment and Assets
- Policy 2010 – School District Banking
- Policy 2040 – Signing Authority – Cheques
- Policy 5080 – Competition/Recognition Fund."

MOTION: "That the Board approve for circulation the following policies:

- Policy 1010 – Authority of the Board
- Policy 1351 – Role of the Board/Policy 1020 – Mandate of the Board (to be combined)
- Emergency Preparedness."

MOTION: "That the Board approve and adopt Policy No. 3020 -- *Copyright* as present."

## 8. Consultation Process

## 9. Trustee Reports

- |                                  |                               |
|----------------------------------|-------------------------------|
| • Rec Commission                 | * BCPSEA/BCSTA Rep Council    |
| • BISM                           | * BCSTA 114 <sup>th</sup> AGM |
| • BCSTA Kootenay Boundary Branch | * District Literacy           |
|                                  | * Pac Highlights              |

## 10. Around the Boundary April 2018

### Trustee Activities and Upcoming Events

- BCSS Graduation -- June 9, 2018
- Walker Graduation – June 15, 2018
- GFSS Graduation – June 23, 2018
- Trustee Election Timelines
- Nomination/endorsement packages ready for distribution – July 27, 2018
- Last day for Board of Education to adopt a bylaw to apply to the *general school election* – August 6, 2018
- Nomination Period begins – September 4 to September 14, 2018 by 4 p.m.
- Campaign period – September 22 to October 20, 2018
- Election Day – October 20, 2018
- Campaign Financial Disclosure Statement Filing Deadline – January 18, 2019

## **Future Agenda Items**

**Next Board Meeting:** June 19, 2018  
School Board Office

## **Adjournment**

### **QUESTION PERIOD**

The purpose of this portion of the Agenda is to provide the opportunity to members of the public, press, radio and staff to ask questions or request clarification on items placed on this evening's Regular Meeting Agenda.

Questions which do not arise from the Agenda may certainly be addressed. Points may be raised before or after the meeting days by approaching the Executive Officers or Chairperson. If such queries require formal address by the Board, they can be submitted, in writing, and considered for placement on the Agenda for subsequent meetings. Such inquiries are welcomed as many routine questions can be handled by the staff.

## School District No. 51 (Boundary)

Minutes of a Regular Meeting of the Board of Education of School District No. 51 (Boundary) held  
Tuesday, April 17, 2018 at the Boundary Learning Centre

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The Chairperson called the meeting to order at 6:01 p.m.

Present:	Mrs. C. Strukoff	Chair
	Mrs. R. Zitko	Vice Chair
	Mr. M. Danyluk	Trustee
	Mrs. K. Jepsen	Trustee
	Mr. D. Reid	Trustee
	Mrs. C. Riddle	Trustee
	Mrs. T. Rezansoff	Trustee (via phone)
	Mr. K. Argue	Superintendent
	Mrs. J. Hanlon	Secretary-Treasurer (via phone)
	Mr. D. Lacey	Director Learning

Acknowledgement of the Indigenous peoples and ancestors.

### **Presentations/Delegations**

Heather Slaney, teacher at Boundary Central Secondary, along with several students presented on the Quebec Exchange Field Trip.

### **Adoption of Agenda**

MOVED Rezansoff  
2ND Jepsen

*"That the Agenda for April 17, 2018 be adopted as circulated."*

CARRIED

### **Adoption of Minutes**

MOVED Reid  
2ND Riddle

*"That the March 13, 2018 Regular Board Meeting minutes be adopted as circulated."*

CARRIED

### **Report on In-Camera Meeting from March 13, 2018**

The Board discussed personnel issues, properties/facilities, business items, as well as the Superintendent and Secretary-Treasurer hiring process.

### **Correspondence**

NIL

Business Items

**1. Superintendent's Report**

The Superintendent reported on school visitations, as well as meetings in and out of the District.

**2. Secretary-Treasurer's Report**

The Secretary-Treasurer presented the Operations/Transportation report for March 2018 and reported on expenditures to date as well as enrolment changes.

**3. Director of Learning Report**

The Director of Learning reported on the meetings in and out of District during the month of March.

**4. Financial Framework for Supporting Student Success**

The Secretary-Treasurer reported on the changes announced on March 15 to the cost factors in the funding for 2018/2019.

**5. Ministry Funding Formula**

The Board will discuss the items it would like to ensure are brought to the attention of the review committee on April 24<sup>th</sup>.

**6. Consultation Review**

Survey information will be compiled for the Board.

**7. Talking Break**

Discussed how we can ensure students engage in classroom cultural experiences connected to Canada and the rest of the world.

**8. Committee Reports**

- Policy Committee

MOVED        Rezansoff  
2ND            Danyluk

["That the Board has reviewed the attached policies and agrees that there are no amendments required at this time."](#)

CARRIED

**9. Trustee Reports**

- PAC Highlights -- Trustees Riddle and Danyluk reported on the Greenwood Elementary and West Boundary Elementary Pac meetings respectively.
- BISM – Trustee Riddle reported on employee recruitment and the Director of Learning, reported on how they are inviting more organizations to the table.

**10. Around the Boundary**

Around the Boundary was presented.

Meeting adjourned at 7:40 p.m.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary-Treasurer

**Month-End Report  
April 2018**



**School Visitations**

- I have visited the following Schools this month:
  - Perley Elementary - visited classes and met with the Principal and the Computational Thinking Cohort
  - Grand Forks Secondary – met with the Principal and Vice Principal, visited classes and attended an Assembly
  - Had phone conversations with all School Principals

**District Planning**

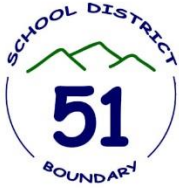
- Planning for Superintendent hiring
- District Leadership Team and Board of Education Planning meeting
- Framework for Enhancing Student Learning District Plans
- District Plans have been shared with the Community and Min of Ed.
  
- Learning51
  - **SD51 August Day – Professional Learning**
  - **School Based NID's**
  - **Co-Learners – Leyton Schnellart – Doug Lacey**
  - **Building Inclusive Classrooms – Shelly Moore**
  - **Numeracy Teaching and Learning – Carole Fullerton**
  - **Indigenous Inquiry – Judy Halbert and Linda Kaser**
  - **Computational Thinking – Shawn Lockhart and SD51 teachers**
  - **Environmental Education – Place conscious learning**
  
- Planning for Aboriginal Student Success
  - Enhancement Agreements
  - SD51 Aboriginal Education Advisory Council
  - Indigenous Student forums at BCSS and GFSS




## Meetings in District

- SD51 Managers meeting - April 4<sup>th</sup>
- District Leadership Team GoTo meeting – April 5<sup>th</sup>
- Boundary Central Secondary timetable meeting – April 6<sup>th</sup>
- Meeting with Anne Cooper re Superintendent Process – April 9<sup>th</sup>
- Superintendent Interviews – April 10<sup>th</sup> and 11<sup>th</sup>
- Carole Fullerton in District working with teacher teams – April 12<sup>th</sup> & 13<sup>th</sup>
- Meeting with BDTA President Debra Klockenbrink – April 16<sup>th</sup>
- Meeting with Health Promoting School Coordinator – April 17<sup>th</sup>
- Board of Education meeting – April 17<sup>th</sup>
- School District - IH Leadership Teleconference – April 18<sup>th</sup>
- Computational Thinking Cohort working session – April 20<sup>th</sup>
- Stepping Stones - Amy Allan and Becky Deane update meeting – April 23<sup>rd</sup>
- Policy meeting – April 23<sup>rd</sup>
- Agenda meeting -- April 24<sup>th</sup>
- Meeting with BDTA President Debra Klockenbrink – April 24<sup>th</sup>
- OLRC Staff conference call – April 25<sup>th</sup>
- Shelley Moore Inclusive Learning cohort day – April 26<sup>th</sup>





*Grand Forks Secondary*  
*School Fees*  
*2018 - 2019*

Our school has fees		Y		N
		Amount		
Athletic Fee Breakdown				
• Sr Basketball / Sr Volleyball		\$200		
• Jr Basketball / Jr Volleyball / Baseball / Sr Soccer		\$150		
• Gr 8 Basketball / Gr 8 Volleyball / Jr Soccer / Rugby		\$75		
Sport team fees are based on a tier system which is designated by the level of team travel and tournament participation. These team fees cover expenses such as: referee costs, tournament entry fees, tape/cold packs, coaches expenses, uniform replacements and sport specific equipment				
• <b>Bus fee:</b> Athletes may be required to pay a per trip transportation fee once the team has used up its board travel allocation. This fee will depend on the mode of transportation and will be calculated based on the number of athletes participating		TBD		
* At the discretion of the Athletic Director, partial refunds may be issued to parents when a season has been shortened or the number of competitions has been less than anticipated (this does not apply to students who quit partway through a season).				
SECONDARY				
Student Council Fee		\$20		
Elective Course Fees:		\$TBD		
Other Optional Expenses:				
• Locks		\$8		
• Grad Ceremony Fee		\$25		
• Yearbook		\$40/45		
• Band		\$Varies		
• Hockey Academy		\$NA		
• Lost Textbooks		\$ 30-50		
Financial Hardship Information: <b>GFSS has recommended the following fee structure with the understanding that no student will be prevented from participation due to financial hardship. A fund is created each year by the school to assist those students in need. Any request for support should be directed to either the school Principal or Athletic Director.</b>				
Signature:  on behalf of B. Foy		Date: May 2, 2018		



**BCSS  
School Fees  
2018-19**

<b>Our school has fees</b>	<b>Y</b>	<b>*</b>	<b>N</b>	
	<b>Amount</b>			
<b>ELEMENTARY</b>				
• Bus Trips (in District)				\$
• Bus Trips (out of District)				\$
• School Agenda				\$
• Ski Program				\$
• Swim Program				\$
• Other				\$
<b>SECONDARY</b>				
Student Council Fee				\$
Elective Course Fees:				\$
Other Optional Expenses:				
• Locks				\$
• Grad Ceremony Fee				\$
• Sports Team Uniform Deposit				\$
• Yearbook ( optional purchase)				\$50.00
• Band				\$
• Hockey Academy				\$ 200
• Sports Team Fees				\$ 75
• Student fee				\$10
Financial Hardship Information: No child is left behind for financial reasons.				
Comments:				
Signature:		Date: <i>May 2 2018</i>		



**Walker Development Centre**  
**School Fees**  
**2018 - 2019**

<b>Our school has fees</b>	<b>Y</b>	<b>N</b>	<b>X</b>
	<b>Amount</b>		
<b>ELEMENTARY</b>			
• Bus Trips (in District)	\$		
• Bus Trips (out of District)	\$		
• School Agenda	\$		
• Ski Program	\$		
• Swim Program	\$		
• Other	\$		
<b>SECONDARY</b>			
Student Council Fee	\$		
Elective Course Fees:	\$		
Other Optional Expenses:			
• Locks	\$		
• Grad Ceremony Fee	\$		
• Sports Team Uniform Deposit	\$		
• Yearbook	\$		
• Band	\$		
• Sports Team Fees			
• Other	\$		
Financial Hardship Information:	\$		
•			
Comments:			
Signature:			



# John A. Hutton Elementary

## *School Fees*

2018 - 2019

Our school has fees	Y	N
	<b>Amount</b>	
<b>ELEMENTARY</b>		
• Bus Trips (in District) use grant	\$	
• Bus Trips (out of District) use grant	\$	
• School Agenda	\$5.00	
• Ski Program (PAC supported)	\$105.00max	
• Swim Program (actual fee \$27.50 students paid 8.00, PAC paid \$19.50)	\$8.00	
• Kindergarten for cooking and crafts	\$10.00	
<b>SECONDARY</b>		
Student Council Fee	\$	
Elective Course Fees:	\$	
Other Optional Expenses:		
• Locks (optional)	\$5.00	
• Grad Ceremony Fee	\$	
• Sports Team Uniform Deposit	\$	
• Yearbook	\$	
• Band (buy/rent instruments –optional)	\$	
• Hockey Academy	\$	
• Sports Team Fees	\$	
• Other	\$	
Financial Hardship Information:		
No child is ever prevented from participating in any event due to financial hardships.		
Comments:		
If bus trips are planned the fees usually come out of the bus grant, ABED, the sports programs or paid through fundraising. PAC also contributes greatly to our programs.		
Signature: <i>[Signature]</i>	Date: <i>May 2, 2018</i>	



**Dr. D. A. Perley Elementary School**  
**School Fees**  
**2018 - 2019**

Our school has fees	Y	N	
	<b>Amount</b>		
<b>ELEMENTARY</b>			
• Bus Trips (in District)			\$2.00
• Bus Trips (out of District)			\$3.00
• School Agenda			\$7.50
• Ski Program			\$42.00-99.00
• Swim Program			\$15.00
• Other – Skating (K-7) Skate Rentals			\$2.00
<b>SECONDARY</b>			
Student Council Fee			\$
Elective Course Fees:			\$
Other Optional Expenses:			
• Locks			\$
• Grad Ceremony Fee			\$
• Sports Team Uniform Deposit			\$
• Yearbook			\$
• Band			\$
• Sports Team Fees			
• Other			\$
Financial Hardship Information:			\$
•			
Comments:			
Signature:  April 30, 2018			

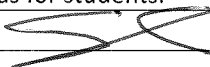


*Christina Lake Elementary School*  
**School Fees**  
**2018 - 2019**

Our school has fees	Y	✓	N	
	Amount			
<b>ELEMENTARY</b>				
• Bus Trips (in District)				\$ n/c
• Bus Trips (out of District)				\$ n/c
• School Agenda				\$5
• Ski Program				\$80-150
• Swim Program				\$ n/c
• Field Trip (6/7 – Vancouver/Victoria)				\$140-180
• Field Trip (primary, 4/5)				\$10-50
• Sports Team Uniform Deposit (6/7)				\$60
• Student Leadership Conference (6/7)				\$45
• Other pursuits (golf \$2, curling \$2)				\$10
•				
<b>SECONDARY</b>				
Student Council Fee				\$
Elective Course Fees:				\$
Other Optional Expenses:				
• Locks				\$
• Grad Ceremony Fee				\$
• Sports Team Uniform Deposit				\$
• Yearbook				\$
• Band				\$
• Sports Team Fees				
• Other				\$
Financial Hardship Information:				\$
<ul style="list-style-type: none"> <li>All students are included regardless of ability to pay. Parent Advisory Council provides monetary assistance where necessary.</li> </ul>				
Comments:				
Signature:				
				Date: May 1, 2018



*Big White Community School*  
**School Fees**  
**2018 - 2019**

Our school has fees	Y	✓	N	
	Amount			
ELEMENTARY				
• Bus Trips (in District) – 4 trips per year	\$15/student			
• Bus Trips (out of District) - 6 trips per year	\$80/student			
• School Agenda – PAC will cover this for 2018-2019	n/c			
• Ski Program – donated to school	\$0			
• Swim Program	n/a			
• Skating Program - free	\$0			
• Day trips during year (admission costs) – 6 trips per year	\$80/student			
SECONDARY				
Student Council Fee	\$			
Elective Course Fees:	\$			
Other Optional Expenses:				
• Locks	\$			
• Grad Ceremony Fee	\$			
• Sports Team Uniform Deposit	\$			
• Yearbook	\$			
• Band	\$			
• Sports Team Fees				
• Other	\$			
Financial Hardship Information:	\$			
• All students are included regardless of ability to pay. Parent Advisory Council will assist where necessary.				
Comments:				
BWCS Parent Advisory Council purchases school supplies in bulk then charges parents a flat rate of \$30-50 per child for student supplies for the year. No fee is charged by the school for this service. PAC will also cover the cost of agendas for students.				
Signature: 				
			Date: May 2, 2018	






**WBES & BES  
School Fees  
2018 - 2019**

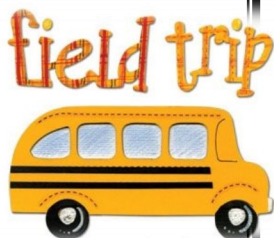
Our school has fees	Y	•	N	
	Amount			
<b>ELEMENTARY</b>				
• Bus Trips (in District)				\$
• Bus Trips (out of District)				\$
• School Agenda				\$ 10
• Ski Program				\$ 50
• Swim Program				\$
• Other				\$
<b>SECONDARY</b>				
Student Council Fee				\$
Elective Course Fees:				\$
Other Optional Expenses:				
• Locks				\$
• Grad Ceremony Fee				\$
• Sports Team Uniform Deposit				\$
• Yearbook				\$
• Band				\$
• Sports Team Fees				
• Other				\$
Financial Hardship Information:				\$
<i>all students participate in ski program regardless of financial situation</i>				
<b>Comments:</b> <i>all students receive a planner as well</i>				
<b>Signature:</b> <i>Hautard</i>				



MES-GES  
**School Fees**  
**2018 - 2019**

Our school has fees	Y	X	N	
	Amount			
<b>ELEMENTARY</b>				
• Bus Trips (in District)				\$
• Bus Trips (out of District)				\$
• School Agenda				\$10.00
• Ski Program				\$50.00/trip (K-3 once, 4-7 three times)
• Swim Program				\$
• Other				\$
<b>SECONDARY</b>				
Student Council Fee				\$
Elective Course Fees:				\$
Other Optional Expenses:				
• Locks				\$
• Grad Ceremony Fee				\$
• Sports Team Uniform Deposit				\$
• Yearbook				\$
• Band				\$
• Sports Team Fees				
• Other				\$
Financial Hardship Information:				\$
•				
Comments:				
Signature: 				

**Field Trips to  
Date  
May 8, 2018**



- ◆ WBES/GES G 6/7 Field trip to Vancouver/Victoria  
June 4 –7, 2018  
(Superintendent Approval in Principle)
- ◆ DAPES Grade 6/7 Field trip to Fort Steele  
June 19-20, 2018  
(Superintendent Approval in Principle)
- ◆ Kootenay Adventure for the Visually Impaired  
June 7-9, 2018  
(Superintendent Approved)
- ◆ GFSS Grade 11/12 Quebec Exchange 2018  
September 8 to October 6, 2018.  
Superintendent Approval in Principle  
## **Board Approval required**



**SD51 (Boundary)**



SCHOOL DISTRICT No. 51 (Boundary)

## FIELD TRIP FORM #4

Class or Group Trip - 5 Days or More

\*\*\*\*\*Requiring Board Approval\*\*\*\*\*

**\*Approval in Principle required from Superintendent 4 months in advance**

**\*Final Approval required from Board 2 months in advance**

**\*If trip includes moderate risk activities complete a "Moderate Risk Form"**

TEACHER David Reimer SCHOOL GFSS  
DATE OF APPLICATION April 5, 2018 DATE OF TRIP Sept 8 - Oct 6, 2018  
ACTIVITY/DESTINATION Quebec Exchange - Lac Magog / Quebec City  
GRADE(S) 11-12 SUBJECT French

### PLANNING:

GOALS OF TRIP Cultural, Historical + Language.

### ATTACH OUTLINE OF EDUCATIONAL ACTIVITIES (OUTLINE FOR PARENTS)

Include educational activities prior, during and after the trip; worksheets and projects if applicable; names of chaperones; and itinerary.

DATE OF PARENT INFORMATION MEETING (as required by policy) Late April (TBD).

Number of Students Involved 22

Number & Names of Chaperones

David Reimer

Helen Argue

Jean Walker

TRIP COSTS: See attached Budget

METHOD OF TRAVEL \_\_\_\_\_ \$ \_\_\_\_\_

LODGING ARRANGEMENTS \_\_\_\_\_ \$ \_\_\_\_\_

MEALS \_\_\_\_\_ \$ \_\_\_\_\_

ADDITIONAL \_\_\_\_\_ \$ \_\_\_\_\_

**TOTAL COSTS \$** \_\_\_\_\_

SOURCE OF FUNDS: (If more space is required, use back of form)

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_

☒ I have read the School District Field Trip Policy

☒ I have completed the Field Trip Qualification Checklist (Appendix B) attached

☒ I have completed the Moderate Risk Form if required

D. Reimer

Teacher

Approved By

[Signature]  
Principal

Kevin Argue

Superintendent of Schools

PLEASE NOTE: \*A follow-up report is to be submitted to the Principal

# APPENDIX B

## Field Trips Qualifications Checklist

The teacher in charge should complete this checklist and return it to the Principal for the initial planning stages of the activity. The Principal will use this checklist in conjunction with discussions with the teacher in charge to determine the risk tolerance of the activity.

Instructions: Rate each of the following sub categories out of a possible 3 marks.

(0 = Unqualified, 1 = Minimally Qualified, 2 = Moderately Qualified, 3 = Qualified)

(0 = High Risk, 1 = Moderate Risk, 2 = Low Risk, 3 = Minimal Risk).

Add up your scores and plot your total score on the Qualification/Preparedness Continuum.

Activity & Date: Quebec Exchange (Quebec) Lead Teacher: David Reimer

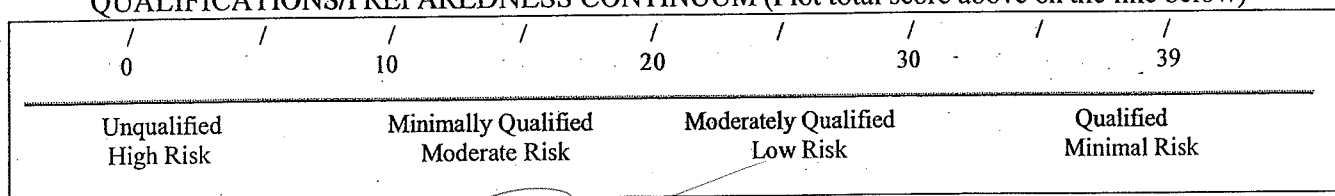
Training & Experience	Unqualified	Minimally	Moderately	Qualified
Local Knowledge	0	1	(2)	3
Certification/Qualifications	0	1	(2)	3
Equipment	0	1	(2)	3
Proven Decision Making Ability	0	1	2	(3)
Field Trip Experience	0	1	2	(3)
First Aid Training	0	(1)	2	3
Instructional Experience	0	1	2	(3)
Student Preparation	0	1	2	(3)
Chaperones/Supervisors	0	1	2	(3)
Location	High Risk	Moderate Risk	Low Risk	Minimal Risk
Severe Weather Probability	0	1	2	(3)
Terrain	0	1	2	(3)
Isolation	0	1	(2)	3
Environmental Hazards/Conditions	0	1	2	(3)

TOTAL = 39

Potential Hazards: Hazards associated with Hiking, Travelling by on roads  
in motor vehicle, doing physical activity in gym/pool.

Other (A statement(s) regarding such factors as Emergency services availability, access to communications or other factors as may be applicable: We should be in cel service for the time in Quebec.

### QUALIFICATIONS/PREPAREDNESS CONTINUUM (Plot total score above on the line below)



Teacher's Signature

Principal's Signature

Approved Yes ☐ No ☐

Date

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Add up your scores and plot your total score on the Qualification/Preparedness Continuum.

Activity & Date: Quebec Exchange (Hosting) Lead Teacher: David Reimer

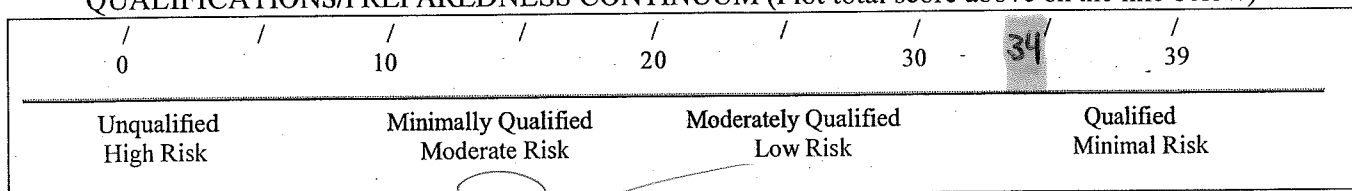
Training & Experience	Unqualified	Minimally	Moderately	Qualified
Local Knowledge	0	1	2	3
Certification/Qualifications	0	1	2	3
Equipment	0	1	2	3
Proven Decision Making Ability	0	1	2	3
Field Trip Experience	0	1	2	3
First Aid Training	0	1	2	3
Instructional Experience	0	1	2	3
Student Preparation	0	1	2	3
Chaperones/Supervisors	0	1	2	3
Location	High Risk	Moderate Risk	Low Risk	Minimal Risk
Severe Weather Probability	0	1	2	3
Terrain	0	1	2	3
Isolation	0	1	2	3
Environmental Hazards/Conditions	0	1	2	3

TOTAL = 39

Potential Hazards: Hazards associated with hiking, physical activity  
Swimming

Other (A statement(s) regarding such factors as Emergency services availability, access to communications or other factors as may be applicable: We may be out of cell range when at phoenix mtn.  
Radio in bus.

QUALIFICATIONS/PREPAREDNESS CONTINUUM (Plot total score above on the line below)



D. Reimer  
Teacher's Signature

[Signature]  
Principal's Signature

Approved Yes ☒ No ☐ April 6, 2017  
Date

### Tentative Budget for French Exchange 2018:

#### Grand Forks Week:

#### Proposed INCOME

Application fees (\$100 x 22 Student Participants)	\$ 2200
Application fees (\$100 x 3 Chaperones)	\$ 300
Federal Funds from School District	\$ 6000
PAC grant - to cover busing costs (Awaiting approval)	\$ 1000
Ab Ed Grant – (Awaiting approval) (to cover busing and part of entrance fee to Nk'mip)	\$ 500
SEVEC for busing to Kelowna - (to cover only the transportation from GFSS to Kelowna Airport)	\$ 500?
GFSS participant payment (Keep as low as possible – \$ 250 per student max.)	\$ 5500
La Ruche participant Payment (Keep as low as possible – \$ 250 per student max.)	\$ 5500

Total – \$ 21, 500

#### Proposed EXPENSES

#### Grand Forks

Application fees – 22 students/3 chaperones x \$ 100	\$ 2500
TTOC costs (11 days @ \$ 450)	\$ 4950
Potluck dinner supplies	\$ 180
Port-a-potty	\$ 160
Busing to Osoyoos	\$ 400
Nk'mip Desert Cultural Center	\$ 750
Busing to and from Paulson-Christina Lake Bike Ride	\$ 400
Borscht Dinner Supplies	\$ 200
Gallery 2 – Donation	\$ 100
Treat – Heritage building and Grand Forks Downtown	\$ 110
Dance Admission – La Ruche participants	\$ 176
Aquatic Center – Lac Magog Participants	\$ 135
Busing to Phoenix Mountain Hike	\$ 250
Food and Entertainment Costs – Thurs Evening activity	\$ 660 ?
Busing in and Around Kelowna	\$ 300
Kelowna Day Trip Activities (laser tag and other activity)	\$ 1200 ?
Hotel Kelowna (16 rooms @ 150)	\$ 2400
Dinner Kelowna (\$ 25 per participant/chaperone)	\$ 1250
Busing for GFSS student return from Kelowna	\$ 550
Miscellaneous	\$ 400

Total - \$ 17,071

Quebec Week:

Proposed INCOME

Student fees to cover costs of Quebec Activities (\$ 250 per student max.)	\$ 5500
--	---------

Total – \$ 5500

Proposed EXPENSES

Payment to La Ruche for activities	\$ 5500
Accommodation for GFSS Chaperones	\$ 600

Total - \$ - 6100

NOTE:

- Students will pay another \$ 250 to La Ruche for the activities in Quebec. We will also request \$600 to cover the chaperone's accommodation in Quebec from District Federal Funds (see above income)
- Any non-used portion will be refunded to students/groups.



## Quebec Exchange Activity Schedule (Hosting - Fall 2018)

Date	Activity	Cost/Transport/Adult
<b>Sat - Sept 8</b>	<b>Welcome to La Ruche Group</b>  12:20 PM – Flight Arrives in Kelowna. - La Ruche Students take coach bus to Grand Forks  4-5:00 PM - Meet and greet billets @ GFSS. Yay!  Evening with Host Families.	SEVEC provides bus for La Ruche
<b>Sun – Sept 9</b>	Morning with host families.  <b>Optional Hike and Potluck</b>  11:00 AM - (Optional) - meet at GFSS – Hike Observation Mountain (1.5 hours)  3:30 PM - Welcome Potluck/BBQ Pool/Bocce/Golf Game (Parents to drive students and twins) 8:00 PM - Return Home (Parents to pick up students and twins)  <b>Evening with Host families.</b>	Potluck Food \$180 – Burgers, hot dogs, buns, condiments and drinks.  Port-a-potty - \$ 161
<b>Mon – Sept 10</b>	Host provides breakfast and brown-bagged lunch.  <b>Osoyoos and Nk'mip Desert Culture Center Trip</b>  8:15 AM - La Ruche and GFSS students - Leave GFSS 10:00 AM - Arrive at Nk'mip Desert Culture Center 1:30 PM – Leave to return to GFSS 3:20 PM - Back at GFSS  <b>Evening with Host family</b>	Bus \$ 400  Ab Ed Grant - \$ 500 (part of busing and part of admission)  15 per student/chaperone - \$ 750
<b>Tues – Sept 11</b>	Host provides breakfast and brown bag lunch.  <b>Bike Ride from Paulson Bridge to Christina Lake (la Ruche)</b>  Hosts will get La Ruche students and their loaned bikes and helmets to appropriate staging location (West Side of School before school) 8:15 AM La Ruche leaves GFSS 8:45 AM – La Ruche students begin Bike ride. 2:30 PM - Depart Christina Lake (near golf course) 3:00 PM – Back to GFSS	Busing costs  \$ 300  Borscht Dinner - \$ 200

	<p>Home after school and parents / families to pick up bikes.</p> <p><b>Evening activity – Borscht Feed and Gym or Movie</b></p> <p>5:30 – 6:30 PM – Borscht Dinner          6:30-8:00 PM - Volleyball &amp; Games in Gym/Movie in Auditorium:          Back to host family</p>	
<b>Weds – Sept 12</b>	<p>Host provides breakfast and lunch</p> <p><b>La Ruche Students Attend Classes with their Twins (AM)</b></p> <p>8:15 AM – 12:15 PM - La Ruche Students attend classes with Twin at GFSS in AM.</p> <p><b>Heritage Tour and Explore Downtown Grand Forks (PM)</b></p> <p>1:00 PM – 1:45 PM – Gallery 2: Art Gallery (Exhibitions include history and starting on sept 10<sup>th</sup> First Nations video project, and other local artists)          1:45 PM – 3:30 PM - Walking tour of Historic Grand Forks Down Town (Just La Ruche group - includes City Park/Black Train Bridge/Oxbow Marsh behind Cemetery)          3:20 PM – Back at school to meet twin back at GFSS          Go home and have Dinner with twin families.</p> <p><b>Evening Activity – School Dance</b></p> <p>7–10:00 PM - Whole School “Welcome Dance” in Evening</p> <p>Back to host family after dance.</p>	<p>Art Gallery Donation - \$100</p> <p>Parent to lead walking tour or create a treasure hunt.</p> <p>Ice cream - \$ 110</p> <p>Dance - GFSS Students to pay their own way.          (Cost) \$ 176 for Magog Students</p>
<b>Thurs – Sept 13</b>	<p>Host provides breakfast and lunch.</p> <p><b>Pancakes and Swim (AM) (La Ruche)</b></p> <p>8:15- 9:45 AM - La Ruche Students to make Pancakes at Perley School</p> <p>10:00 – 11:30 AM - La Ruche Students to Aquatic Center</p> <p><b>Hike at Phoenix Mountain (PM) (All)</b></p> <p>12:00 PM - Leave GFSS and drive to Phoenix Townsite, Mine and Dasha Cabin</p> <p>3:20 PM return to school and home to Twin Family.</p> <p><b>Evening Activity ?????</b></p>	<p>Aquatic center (Magog students) – \$ 135</p> <p>Bus for PM activity - \$ 250</p> <p>Port a potty - \$ 161</p>

	<p>Parents to transport kids to evening activity. 5:00 – 9:00 PM.</p> <p>Return home. Early day tomorrow. Magog students' bags must be packed. Say goodbye to host families.</p>	
<b>Fri – Sept 14</b>	<p>Host provides breakfast and brown bag lunch</p> <p><b>Day and Overnight in Kelowna</b></p> <p>7:00 am Leave GFSS to Kelowna (Magog students need all their bags packed for home)</p> <p>10:00 AM - 12:00 PM Morning Activity ???</p> <p>Lunch</p> <p>12:30-2:45 PM - Laser Tag at Safari Ridge Adventure Park - (Two games of one hour – bring games or entertainment while waiting)</p> <p>3:15 - 4:45 PM Indoor Soccer at Capital News Center – (concession will be open and administration office has pinnies and balls)</p> <p>5:30 PM – Arrive at Hotel Stay overnight at Fairfield Inn and Suites.</p> <p>6:30 – 7:30 PM Dinner</p> <p><b>Evening Activity</b></p> <p>7:30 – 9:00 PM Orchard Park Mall</p> <p>9:15 PM - Back in rooms at hotel</p> <p>10:30 PM - Lights out at</p>	<p>Busing in and around Kelowna - \$ 300</p> <p>Laser Tag – \$ 1000</p> <p>Soccer - \$157.50 (1.5 hours)</p> <p>Dinner \$ 1250</p> <p>Hotel - 16 rooms @ \$ 150 \$ 2400</p>
<b>Sat – Sept 15</b>	<p><b>Goodbye to LaRuche Students</b></p> <p>7:00 AM - Leave hotel - Magog Students to Kelowna Airport</p> <p>9:00 AM - GF students Bus back to GF (See you in Lac Magog!!)</p>	<p>Bus \$ 550 for GFSS students</p>



## **SECRETARY-TREASURER'S REPORT**

### **J. Hanlon, Secretary-Treasurer**

### **April 2018**

#### **Carbon Offset**

The Carbon Neutral Government Regulation of the Greenhouse Gas Reduction Targets Act requires yearly reporting of greenhouse gas emissions. SD 51 experienced a very slight increase to our carbon footprint in 2017, which we attribute to the colder winter. The District owes the Pacific Carbon Trust \$18,025 for our 2017 emissions, and will receive a carbon tax rebate in the amount of \$27,636.32 for carbon taxes paid. We receive 100% of this rebate back, so in the end we gain \$9,611.

In April, Charlene Wiebe worked on the Carbon Neutral Action Report and Executive Summary that we submit each year to the Ministry. She works with the schools, Maury Turgeon, John Popoff and Dean Higashi to compile this report as well as the consumption data used for the analysis.

#### **Enrolment**

During the month of April, we continued to work on finances. As we remain out of funding protection, we are closely monitoring our revenue so that we are not over estimating. Currently we are projecting 30 students less than we were initially projecting in February.

#### **Operations/Finance**

The Operations Committee looked at the allocation of the Annual Facilities Grant monies. At the Board of Education meeting, we will be passing the bylaw for all Capital Projects approved for 2018/2019. We also updated our five-year plan for computer and equipment replacement. These replacement funds are budgeted in Local Capital. We are still confirming staffing allocations with schools and have submitted our Classroom Enhancement Fund plan. This Fund will fund teachers we need to hire due to the reinstatement of the 2001 language. The 2018/2019 budget will be passed at the June meeting.



#### **Other Activities and Reports for April**

- Third quarter GRE (Government Reporting Entity)
  - EDAS file
- Carbon Neutral – SmartTool Data Load
  - Staff Planning for 2018-2019
  - Attended the BCSTA AGM
- Attended the Funding Formula Review in Nelson

**As of April 30, 2018  
Compared to March 31, 2018  
Head Count**

	<b>April 30, 2018</b>	<b>March 31, 2018</b>	<b>Increase (Decrease)</b>	<b>September 30, 2017</b>
<b>Secondary</b>				
BCSS	133	134	(1.0000)	128
GFSS	360	360	-	365
<b>Elementary</b>				
BES	9	9	-	9
Big White	19	19	-	30
CLES	83	86	(3.0000)	81
GWD	29	30	(1.0000)	28
Hutton	261	262	(1.0000)	266
MES	39	39	-	43
Perley	230	230	-	230
WBES	75	75	-	75
<b>Alternate School</b>				
Walker	36	38	(2.0000)	32
<b>Total</b>	<b>1274.0000</b>	<b>1282.0000</b>	<b>-8.0000</b>	<b>1287.0000</b>

## Expenditure Report

Object	Title	April	YTD	ENCUMBERED	BUDGET	Remaining	%
10	Principal & Vice Principal Sal	98,804.75	976,380.34		1,175,695	199,315	17
11	Teacher Salaries	574,530.55	4,536,528.02		5,744,731	1,208,203	21
12	Non-Teachers Salaries	267,057.22	2,455,829.75		3,221,382	765,552	24
13	Management Salaries	36,723.10	367,231.00		449,489	82,258	18
14	Substitute Salaries	35,790.38	430,645.14		556,096	125,451	23
19	Trustees Indemnity	6,623.81	66,238.10		79,440	13,202	17
21	Statutory Benefits	74,293.09	475,856.51		600,414	124,557	21
22	Pension Plans	117,603.04	1,032,421.69		1,312,675	280,253	21
23	Medical And Life Benefits	54,355.77	581,044.52		727,807	146,762	20
31	Services	89,707.53	429,727.02	38,791.55	736,865	268,346	36
33	Student Transportation	767.27	112,674.62	175	135,217	22,367	17
34	Training & Travel	17,010.76	153,966.63		259,523	105,556	41
36	Rentals & Leases	2,794.00	27,940.00		33,528	5,588	17
37	Dues And Fees	866.01	59,021.76		71,890	12,868	18
39	Insurance		52,652.92		57,500	4,847	8
51	Supplies	82,199.42	684,132.43	44,781.90	1,155,214	426,301	34
54	Electricity	45,717.36	231,358.13		329,400	98,042	30
55	Heat	14,899.18	91,090.57		114,600	23,509	21
56	Water And Sewage	2,841.15	12,303.51		21,730	9,426	43
57	Garbage And Recycling	1,903.72	15,736.42		13,400	-2,336	-17
<b>Totals</b>		<b>\$ 1,524,488.11</b>	<b>\$ 12,792,779.08</b>	<b>\$ 83,748.45</b>	<b>\$ 16,796,596.00</b>	<b>\$ 3,920,067.00</b>	<b>23</b>



# **April 2018 Report**

**Director of Learning**

**Doug Lacey**

## **Staff Learning and School Visits**

- April 3<sup>rd</sup> – Meeting with District VP of Student Services and WBES Principal regarding student support
- April 5<sup>th</sup> – Meeting with District VP of Student Services and Hutton SBT regarding student support
- April 6<sup>th</sup> – Participated in Principal/Vice Principal/District Leadership Go-To-Meeting
- April 10<sup>th</sup> – Visited Mr. Stewart's Grade 6/7 Class at Boothman's Oxbow Provincial Park with MP Richard Canning who demonstrated focused bird watching skills
- April 12<sup>th</sup> & 13<sup>th</sup> – Participated in the Carole Fullerton day-long session with late Primary teachers focused on numeracy
- April 16<sup>th</sup> - Participated in a webinar with interested elementary teachers regarding our participation in a six-week "Mathletics" program pilot for this spring
- April 24<sup>th</sup> – Attended a GFSS assembly focused on climate change
- April 26<sup>th</sup> – Participated in the Shelley Moore day-long session with 18 District teachers focused on "Inclusive Classrooms"

## **Provincial/Regional/Community Meetings**

- April 4<sup>th</sup> – Participated in a meeting with the sub-committee of the Grand Forks Credit Union regarding community grants
- April 5<sup>th</sup> – Participated in a meeting with the Vice-President of the Metis Association
- April 5<sup>th</sup> – Participated in a Ministry of Education webinar regarding student data analysis
- April 9<sup>th</sup> - Chaired the monthly meeting of the Boundary Integrated Services Model (BISM)
- April 11<sup>th</sup> – Participated in the District Superintendent hiring interviews
- April 13<sup>th</sup> – Attended a meeting of the Boundary Metis Community Association and Circle of Indigenous Nations (COINS) planning session for application for an Indigenous Head Start Program grant

- April 16<sup>th</sup> - Participated in the regular monthly meeting of the Board of Education
- April 23<sup>rd</sup> – Met Kevin Argue, Amy Allen, and Becky Deane for an update on the “Stepping Stones” project
- April 24<sup>th</sup> – Participated in the Board of Education Trustee Budget planning meeting
- April 25<sup>th</sup> – Participated in an MDI webinar regarding new data sets
- April 26<sup>th</sup> – Chaired the regular meeting of the Boundary Indigenous Education Advisory Council





## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 1000
GOVERNANCE	<u>The School District</u>	

DATE REVIEWED: March 13, 2018

School District No. 51 (Boundary) is one of 60 school districts in British Columbia charged with the responsibility of providing Kindergarten through Grade 12 education to the community.

The School District is governed by a publicly-elected seven-member Board of Education. All members are elected for four year terms. Two Trustees are elected from the City of Grand Forks, one from Electoral Area "C" (Christina Lake), one from Electoral Area "D" (Rural Grand Forks), one from Kettle Valley East (the City of Greenwood and the rural areas of Greenwood and Midway), one from Kettle Valley West (the Village of Midway plus the Rock Creek-Bridenville-Kettle Valley areas), and one from Kettle Valley North (the Westbridge-Beaverdell-Christian Valley-Idabel Lake-Big White areas).

The Superintendent of Schools is the Chief Executive Officer and is responsible to the Board for the management of the School District.

The Secretary-Treasurer is responsible to the Board for business and administration which are generally those aspects of the District not directly related to classroom teaching.

The School District Administration Office is located at 1021 Central Avenue, Grand Forks B.C. The telephone number is 250-442-8258, facsimile number is 250-442-8800, web address [www.sd51.bc.ca](http://www.sd51.bc.ca)

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 4000
HEALTH/SAFETY	<u>Child Protection</u>	

**DATE ADOPTED:** February 14, 2012

**DATE REVIEWED:**

The purpose of this policy is to support a comprehensive, coordinated and collaborative approach for responding to child abuse and neglect by:

- a. providing child abuse prevention programs to students;
- b. providing school officials, employees and other persons working in schools with training in recognizing signs of child abuse and neglect;
- c. providing school officials, employees and other persons working in schools with direction and training on their legal obligation to report child abuse and neglect to a Child Welfare Worker under the Child, Family and Community Service Act, to the police where the child is in immediate danger, and to school officials;
- d. requiring school officials to investigate and/or report to the police allegations of child abuse involving current and former school district employees, volunteers or contract service providers;
- e. establishing a child abuse/neglect reporting and investigation protocol with other responsible agencies, to identify the roles and responsibilities of school officials and personnel from other agencies, in responding to allegations of child abuse or neglect;
- f. providing assistance to victims of child abuse and neglect by counselling and referrals to other agencies, as appropriate.

#### **Recognizing Child Abuse and Neglect**

Child abuse can take physical, sexual, or emotional forms, or may take the form of parental neglect. The descriptions of physical abuse, emotional abuse, emotional harm, sexual abuse, sexual exploitation, and neglect contained in the *BC Handbook for Action on Child Abuse and Neglect for Service Providers* [BC Handbook for Action on Child Abuse and Neglect for Service Providers – June 2017](#).

(pages 23-29) (or later editions) should be applied for purposes of this policy.

#### **Reporting and Investigation**

The Board acknowledges that responses to reports of child abuse and neglect may involve School District personnel, child welfare and law enforcement agencies.

The Board supports a coordinated and collaborative response to reports of child abuse and neglect between the School District, the RCMP, and the Ministry of Children and Family Development. The Board supports the development of an interagency child abuse/neglect protocol agreement that sets out roles and responsibilities for reporting and investigating child abuse/neglect issues and is consistent with the *School District Procedures for Reporting Child Abuse and Neglect*.

All school officials and employees must understand and respect their legal obligation to report child abuse and neglect to a child welfare worker where they have reason to believe that a child is in need of protection within the meaning of the [Child, Family and Community Service Act](#).

School officials must also understand their role in coordinating with responsible agencies and in investigating allegations of child abuse against school employees, in accordance with the Board's *Child Protection Reporting and Investigation Procedures* and the interagency child abuse/neglect protocol agreement.

### **Respecting the Rights of Accused Individuals**

The Board acknowledges that individuals under investigation regarding allegations of child abuse or neglect may have contractual or other legal rights during the investigative process. School District investigations will be conducted in a manner that is respectful of these rights.

### **Training and Educational Programs**

The Board requires that school officials, employees, volunteers and contract service providers receive training on how to recognize signs of child abuse or neglect, how to respond to reports of child abuse or neglect, and standards of conduct for employees, volunteers and service providers governing their interactions with students.

The Superintendent or designate will ensure that appropriate opportunities to receive and/or review training are made available, on an annual basis, to school officials, employees, volunteers and contract service providers.

The Superintendent or designate will ensure that child abuse prevention programs are provided to students in accordance with the Ministry of Education's prescribed learning outcomes.

## **REGULATIONS**

**"Child Welfare Worker"** in these procedures refers to a person delegated under the *Child, Family and Community Service Act* to provide child welfare services, including responses to suspected child abuse and neglect. The Ministry of Children and Family Development and fully Delegated Aboriginal Child and Family Service Agencies employ Child Welfare Workers authorized to respond to suspected child abuse and neglect.

**“Interagency Child Abuse/Neglect Reporting and Investigation Protocol”** refers to the interagency agreement between the Boundary Board of Education, Ministry of Children and Family Development, and RCMP, as amended from time to time, setting out responsibilities of the respective agencies in reporting and responding to situations involving concerns about child abuse or neglect.

**“The police”** refers to [the Royal Canadian Mounted Police (RCMP) local detachment or the local police force, as the case may be].

**“Superintendent”** refers to the school district’s Superintendent of Schools appointed under the *School Act* and includes any person designated by the Superintendent to fulfill the Superintendent’s responsibilities described herein.

**A. Where allegations of child abuse or neglect involve the conduct of parents or parental failure to protect a child**

*Reporting to a Child Welfare Worker*

The *Child, Family and Community Service Act* makes it a legal duty ([CFCSA s. 14](#)) of every person who has **reason to believe** that a child **“needs protection”** as defined in that Act ([CFCSA s. 13](#)) to report the matter to a Child Welfare Worker.

The definition of when a child “needs protection” includes circumstances of physical harm, sexual abuse and exploitation or emotional harm by a child’s parent, or by another person if the parent is unwilling or unable to protect the child. It also includes circumstances of parental neglect and abandonment. “Parent” ([CFCSA s. 1](#)) includes someone with whom a child resides and who stands in place of a parent (except if placed there by Ministry of Children and Family Development or Delegated Aboriginal Child and Family Services Agency).

**“Reason to believe”** means that, based on observation or information received, the person believes that a child has been or is likely to be at risk. Proof is not required. The child welfare worker may investigate and makes a determination whether abuse or neglect has occurred or is likely to occur. (Further discussion and examples may be found in the [BC Handbook for Action on Child Abuse and Neglect for Service Providers – June 2017](#)).

A school district employee who has reason to believe that a child “needs protection”, *must* make a report to a Child Welfare Worker. If the employee has a concern but is not sure whether the concern amounts to a reason to believe that the child needs protection, the employee should consult with school officials and/or a Child Welfare Worker about whether the indicators observed are cause for concern or amount to reason to believe that the child needs protection. School officials may support employees in consultations or reports but should not hinder any employee from consulting with a Child Welfare Worker about a concern.

*Reporting to the police*

Abused or neglected children may be victims of offences under the *Criminal Code of Canada* such as physical or sexual assault; sexual exploitation; failure to provide the necessities of life; or criminal negligence causing bodily harm.

Where a child is in imminent danger, school officials should notify the police immediately.

Not every incident that might constitute an offence (e.g., a minor physical assault) warrants police involvement. Where a report is made to a Child Welfare Worker, normally the Child Welfare Worker will decide whether there is reason to believe that there has been a

criminal offence committed that warrants police involvement and if so, the matter is reported by the Child Welfare Worker to the police in order that they can exercise their law enforcement duties.

If school employees have any question as to whether conduct should be reported to the police, they should consult with school officials and/or a Child Welfare Worker.

#### *Reporting to School District Officials*

Employees who make reports to a Child Welfare Worker should inform the school principal or Superintendent of Schools.

### **B. Where allegations of child abuse are made against school district employees, volunteers, contract service providers, or others in the school setting**

Reports of child abuse may involve allegations against school district employees, volunteers, contract service providers, or other persons on school property. School officials have the primary responsibility for dealing with these allegations; reports to Child Welfare Workers from school officials are not usually required unless there is reason to believe that children outside the school setting may need protection or the parents are unable or unwilling to take any action required to protect the child.

Employees who have reason to believe that another employee, volunteer, contract service provider or other person on school property has abused a student must report the incident or information to the school principal or Superintendent of Schools.

Parents of children alleged to have been abused in the school setting must be informed by school district officials of the allegation and the outcome of the school district investigation, unless there are special circumstances, e.g., relating to a child protection or police investigation, or endangerment of the child.

#### *School District Employees*

It is the legal responsibility of school officials and employees to provide a safe learning environment for students. Where there are allegations of child abuse by a school district employee, the Superintendent is responsible to investigate the allegations and/or report the matter to the police in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*. The Board and Superintendent have the authority under the *School Act* ([s. 15](#)) to suspend an employee whose presence threatens the welfare of students. The Board also has the authority under the *School Act* to suspend an employee who is charged with a criminal offence.

#### *Volunteers*

Where there are allegations of child abuse by a volunteer, school officials have the authority to prohibit the volunteer's attendance at school, in accordance with [District Volunteer Policy](#), the *School Act* ([s. 177\(2\)](#)) if applicable, and the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.

### *Contracted Service Providers*

Where there are allegations of child abuse by contracted service providers, school officials have the authority to prohibit the service provider's attendance at school, in accordance with the School District's contractual rights, property rights and its authority under the *School Act*.

### *Other Persons*

Where there are allegations of child abuse by other persons, school officials have the authority under the *School Act* to prohibit the person's attendance on school premises ([S.A. s. 177](#)) and to seek the assistance of the police, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.

### *Reporting to the police*

Not every incident that might constitute an offence if proven will warrant police involvement. School officials are expected to exercise judgment. Where there is reason to believe that the alleged child abuse by employees, volunteers, contract service providers or other persons may constitute a criminal offence warranting police involvement, school officials should consult with the police regarding the matter. Where the police initiate a criminal investigation, the Superintendent must cooperate with the police, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*.

### *Reporting to a Child Welfare Worker*

Although the primary responsibility for dealing with abuse allegations involving school district employees, volunteers, or contract service providers, rests with the school district as employer, there may still be a need to report to a Child Welfare Worker. For example, there may be indications of abuse outside the scope of the school district investigation, or the parents may respond to the abuse allegations in a way that suggests that they are unwilling or unable to take any action needed to protect the child or that the child is at risk of being abused by the parent. Where there is reason to believe that abuse or neglect of a child has taken place outside the scope of the school district investigation and the parent is unwilling or unable to protect the child, or there is reason to believe that the parent is unwilling or unable to protect the child with respect to the abuse that is the subject of the school district investigation, school officials must report this to a Child Welfare Worker in accordance with the *Child, Family and Community Service Act*.

### *Reporting to BC Council of Teachers and other professional bodies*

School employees and officials who are members of the BC Teachers' Council have an obligation under the *Teaching Profession Act* ([T.P.A. s. 27.1](#)) to report to the Registrar of the Council where they have reason to believe another member is guilty of professional misconduct involving physical harm to a student, sexual abuse or sexual exploitation of a student or significant emotional harm to a student. This requirement is in addition to the obligation of school officials to report the dismissal, suspension and discipline of members (or persons holding letters of permission) to the Council under the *School Act* ([S.A. s. 16](#)).

If an employee or contractor is a registered member of another professional body, such as the BC College of Psychologists or the College of Registered Nurses of BC, there may be duties to report to the professional body. For example, under the [Health Professions Act of BC](#), an employer who terminates or suspends a registered member based on a belief that the member's continued practice of the health profession would be a danger to the public, must report to the professional body.



### *Reporting to School District Insurers*

If the circumstances indicate that a civil claim is likely to be made against the school district or its staff or volunteers as a result of the incident, the Secretary Treasurer is responsible for ensuring that a report is made to the School Protection Program.

### **C. Where allegations of child abuse are made against school-aged students**

School officials have the responsibility and authority under the *School Act* to investigate allegations that a student has abused another student within the school environment. School officials may take disciplinary or other remedial action, in accordance with Board Policy.

School employees and officials also have responsibility to take appropriate action to safeguard a student who is the victim of abusive conduct by other students at school and to notify the parents of the students involved.

School officials may notify and/or consult the police or a Child Welfare Worker where appropriate, in accordance with the *Interagency Child Abuse/Neglect Reporting and Investigation Protocol*. School authorities have discretion in the circumstances of many minor offences whether to deal with a matter through the school discipline process or whether to call in the police. A report to a Child Welfare Worker is only required where there is reason to believe that the child's parent is unable or unwilling to take action required to protect the child or where there is reason to believe that other abuse (including abuse of the alleged abuser) has taken place outside the scope of the school district investigation and the parent is unwilling or unable to protect the child (or the parent is implicated in the abuse).

Employees who make reports to a Child Welfare Worker should inform the school principal or [a designated school district employee with responsibility for liaison with Child Welfare Workers].

### *Reporting to School District Insurers*

If the circumstances indicate that a civil claim is likely to be made against the school district or its staff or volunteers as a result of the incident, the Secretary Treasurer is responsible for ensuring that a report is made to the School Protection Program.

### **References:**

[\*BC Handbook for Action on Child Abuse and Neglect for Service Providers\*](#), 2017, Ministry of Children and Family Development

[\*Responding to Child Welfare Concerns\*](#), 2007, Ministry of Children and Family Development

[\*Child, Family and Community Service Act, sections 13 and 14\*](#)

[\*Health Professions Act\*](#), s. 32.2

[\*School Act\*](#), sections 15, 16, 177

[\*Teaching Profession Act\*](#), s. 27.1

## APPENDIX

### Interagency Protocol for Reporting and Investigation of Child Abuse and Neglect in School District No. 51 (Boundary)

#### A. Statement of Purpose

The purpose of this protocol is to set out and clarify the practices of the agencies involved within School District No. 51 (Boundary) in responding to reports of child abuse and neglect, especially as they interact respecting:

- Reporting suspected child abuse and neglect
- Investigating suspected child abuse and neglect
- Sharing information about suspected child abuse and neglect

The protocol is intended to:

- Facilitate collaboration between the Parties to ensure the safety, well-being and protection of children
- Support and be consistent with the Board of Education Child Protection Policy ## and School District Procedures for Reporting Child Abuse and Neglect
- Be consistent with relevant legislation including the *Child, Family and Community Service Act*, the *School Act*, and the *Freedom of Information and Protection of Privacy Act*
- Supplement the *BC Handbook for Action on Child Abuse and Neglect* (“the Handbook”). The Handbook contains important information not found in this protocol.

The protocol is not intended to create legal contractual relationships.

#### B. Terminology

In this protocol:

“**CFCSA**” refers to the *Child, Family and Community Service Act*, RSBC 1996, c. 46, as amended.

“**Child**” means a person under the age of 19.

“**Criminal offence warranting police involvement**” refers to an offence within police jurisdiction that either is required to be reported to police under school board policy or in the judgment of the school administrator requires the involvement of the criminal justice system to be appropriately dealt with. The courts have recognized that school authorities have discretion in the circumstances of many minor offences whether to deal with the matter through the school discipline process (which is more immediate in its consequences and so may be more effective) or whether to call in the police. Not every potential offence warrants police involvement.<sup>1</sup>

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<sup>1</sup> . Legal references: R. v. Keukens, [1993] O.J. No. 1223; R. v G.(J.M.), (1986) 56 O.R.(2dd) 705.



**“Child Welfare Worker”** refers to a person delegated under the *Child, Family and Community Service Act* to provide child welfare services, including responses to suspected child abuse and neglect. The Ministry of Children and Family Development employs Child Welfare Workers.

**“Child Welfare Authority”** refers to the Ministry of Children and Families.

**“The Handbook”** refers to [The BC Handbook for Action on Child Abuse and Neglect for Service Providers](#), 2017, published by the Ministry of Children and Family Development, or any successor publication.

**“Needs Protection”** refers to the situation of a child in any of the following circumstances, as defined by *CFCSA* s.13(1):

- a) the child has been, or is likely to be, physically harmed by the child's parent;
- b) the child has been, or is likely to be, sexually abused or exploited by the child's parent;
- c) the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
- d) the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
- e) the child is emotionally harmed by the parent's conduct;
- f) the child is deprived of necessary health care;
- g) the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
- h) the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care;
- i) the child is or has been absent from home in circumstances that endanger the child's safety or wellbeing;
- j) the child's parent is dead and adequate provision has not been made for the child's care;
- k) the child has been abandoned and adequate provision has not been made for the child's care; or
- l) the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force

Working definitions of child abuse and neglect are contained in The Handbook (See pages 23-26.)

**“Parties”** means the agencies listed below as having approved this protocol.

**“Principal”** includes a vice-principal or other staff member designated by the principal of a school district school to fulfill the duties of the Principal under this Protocol Agreement.

**“SA”** refers to the *School Act*, RSBC 1996, c. 412, as amended.

**“Superintendent”** refers to the Superintendent of Schools appointed by the Board under the SA, and includes any person designated by the Superintendent to fulfill the Superintendent’s duties under this Protocol Agreement. [It is suggested that the Superintendent’s designate be specified by title in the interagency protocol, where applicable.]

### **C. Reporting and Investigation Procedures**

The Parties agree that the attached tables set out their expectations of their own responsibilities and their expectations of the responsibilities of the other Parties.

At the request of any Party, the Parties agree to meet, review the procedures set out in the attached tables and make amendments to supplement or amend them.

### **D. Parties**

The parties listed below agree to conduct their affairs in accordance with this Protocol.

Signed on behalf of The Board of Education of School District No. 51 (Boundary)

\_\_\_\_\_  
[Name, Title]

\_\_\_\_\_  
Date

Signed on behalf of Ministry of Children and Family Development

\_\_\_\_\_  
[Name, Title]

\_\_\_\_\_  
Date

Signed on behalf of RCMP

\_\_\_\_\_  
[Name, Title]

\_\_\_\_\_  
Date

## I. REPORTS OF CHILD ABUSE OR NEGLECT

WHEN THERE IS A CONCERN THAT CHILD ABUSE/NEGLECT HAS OCCURRED:

A. IN HOME ENVIRONMENT	B. BY SCHOOL PERSONNEL	C. BY OTHER CHILDREN	D. BY OTHER ADULTS – Volunteers & Contractors
<p>A school staff member must make a report to a Child Welfare Worker where the staff member has reason to believe that a child needs protection within the meaning of <a href="#">CFCSA s.13(1)</a>.</p> <p>At the earliest opportunity, the staff member must also report to the Principal that a report to a Child Welfare Worker has been made. The school staff member and the Principal can make the report jointly.</p> <p>Where the Principal or other staff member has reason to believe that the child is in immediate danger, the Principal must notify the Police. A police officer has authority to take charge of a child under <a href="#">CFCSA s. 27</a>. In other circumstances, a Child Welfare Worker is responsible for deciding whether and when to involve the Police.</p> <p>School staff members, while offering support, should not interview the child after receiving the child's first disclosure.</p> <p>For further information on recognizing and responding to suspected child abuse, see the Handbook.</p> <p>The child welfare worker will inform the person who reported regarding the steps in the investigation and the approximate time frame. (<a href="#">Handbook p. 46</a>)</p>	<p>A school staff member who receives information that another staff member may have engaged in child abuse must immediately report the information to the Principal or Superintendent. The Principal must immediately report such information to the Superintendent.</p> <p>The Superintendent must investigate the allegations and/or report the matter to the Police.</p> <p>Where the Superintendent believes that the alleged conduct may constitute a criminal offence warranting police involvement, the Superintendent must contact the Police.</p> <p>Should the Superintendent have any question as to whether the alleged conduct constitutes a criminal offence, clarification may be sought from the Police or legal counsel.</p>	<p>A school staff member must report to the Principal physically, sexually or emotionally abusive conduct between students at school. (<a href="#">Handbook p. 30-32</a>)</p> <p>The Principal will investigate the allegations of abusive conduct between students, in accordance with Board policy. [add link to applicable Board policies]</p> <p>The Principal or other staff member must report to a Child Welfare Worker where a child involved in the abusive conduct needs protection (e.g. where the circumstances lead the staff member to believe the perpetrator of the harm may have been the victim of abuse; or where the victim's parents are unable or unwilling to protect the child).</p> <p>The Principal will immediately notify the Police where a child is in imminent danger; where there is a serious threat to the safety of a student; or where the Principal believes that police involvement is otherwise warranted.</p> <p>The Principal must notify the Superintendent where a report has been made to a Child Welfare Worker or to the Police regarding abusive conduct between students at school.</p>	<p>Where a school staff member receives information that a school volunteer or contractor may have engaged in child abuse, this information must be immediately reported to the Principal or Superintendent</p> <p>The Principal must immediately report such information to the Superintendent.</p> <p>Where the Superintendent believes that the allegations against the volunteer or contractor may constitute a criminal offence warranting police involvement, the Superintendent must contact the Police.</p> <p>Where the contractor or volunteer has a supervisor or employer, the Superintendent may report the conduct to such supervisor or employer, as appropriate. Where police are investigating the matter, the Superintendent will first consult with the Police.</p> <p>The Superintendent must determine if the volunteer or contractor is suitable to work with students.</p>
Where there is immediate danger to the child, call the police immediately, then follow normal reporting procedure.			
For parental contact responsibilities, see section IV.			

## II. INITIAL RESPONSES AND INTER-AGENCY COOPERATION

*WHEN THERE IS A CONCERN THAT CHILD ABUSE/NEGLECT HAS OCCURRED:*

A. IN HOME ENVIRONMENT	B. BY SCHOOL PERSONNEL	C. BY OTHER CHILDREN	D. BY OTHER ADULTS – Volunteers & Contractors
<p>Following a report, the Child Welfare Worker assesses the appropriate response, which may include: immediate intervention to protect the child, a child protection investigation, family support or youth services.</p> <p>Should the Child Welfare Worker or a police officer wish to interview a child about a protection matter at school, the Child Welfare Worker or police officer will contact the Principal of the school and the Principal will facilitate the interview.</p> <p>The Child Welfare Worker will inform the Principal of information necessary to ensure the child's safety and wellbeing at school, or the safety and wellbeing of any other person : <a href="#">CFCSA s. 79</a></p>	<p>Where a Child Welfare Authority or the Police receive information that a school staff member may have engaged in child abuse, the Child Welfare Authority or police officer will advise the Superintendent in order that the Superintendent may institute a school district investigation or suspend the employee under <a href="#">s.15(5)</a>.</p> <p>The Police will notify the Superintendent of Schools of any police investigation involving allegations that a school staff member may have engaged in criminal conduct that could threaten the welfare of students.</p> <p>If a Child Welfare Worker and/or the Police are investigating, the Superintendent will attempt to coordinate the school district investigation with the others where possible.</p>	<p>Where a Child Welfare Authority and/or the Police receive information regarding abusive conduct by a child that threatens the welfare of other children at school, the Child Welfare Worker or police officer shall immediately notify the Principal.</p>	<p>Where a Child Welfare Authority and/or the Police receive information that a school volunteer or contractor may have engaged in child abuse that could threaten the welfare of students, the Child Welfare Worker or police officer will notify the Superintendent.</p>
For parental contact responsibilities, see section IV.			

### III. RESPONSIBILITIES OF SCHOOL OFFICIALS

#### WHEN THERE IS A CONCERN THAT CHILD ABUSE/NEGLECT HAS OCCURRED:

A. IN HOME ENVIRONMENT	B. BY SCHOOL PERSONNEL	C. BY OTHER CHILDREN	D. BY OTHER ADULTS – Volunteers & Contractors
<p>The responsibilities of the Principal include:</p> <ol style="list-style-type: none"> <li>1. On an annual basis, reviewing with staff the duty to report child abuse and neglect under the CFCSA and the duties of confidentiality relating to such reports;</li> <li>2. Supporting staff in the making of reports;</li> <li>3. Advising staff to keep a written record of reports made under s. 14 of the CFCSA (child in need of protection) including what the child said, when the report was made, and the name of the Child Welfare Worker who received the report. Such reports are to be kept confidential and in a separate file and secure location;</li> <li>4. Cooperating with Child Welfare Workers and/or the Police, including facilitating a request from a Child Welfare Worker or police officer to interview a child at school on a child protection matter;</li> <li>5. Verifying the identity of Child Welfare Workers and/or police officers seeking to interview a child at school.</li> </ol>	<p>The responsibilities of the Superintendent include:</p> <ol style="list-style-type: none"> <li>1. Reporting to a Child Welfare Worker should any child protection issue arise;</li> <li>2. Contacting the Police where the alleged conduct constitutes a criminal offence warranting police involvement;</li> <li>3. Determining whether to initiate a School District investigation or await the outcome of any criminal investigation or charge;</li> <li>4. Initiating a School District investigation of the allegations against the staff member where determined appropriate;</li> <li>5. Considering whether to suspend the staff member pending the outcome of any District investigation, police investigation, or criminal charge;</li> <li>6. Cooperating with the Police when the Police are conducting a criminal investigation;</li> <li>7. Coordinating with the Police in the event of a simultaneous investigation of the allegations against the staff member by the Police and the District;</li> <li>8. Determining whether there is just cause for disciplinary or other action in relation to the allegation against the staff member;</li> <li>9. Providing counselling or other support to victim and any other affected students as appropriate.</li> </ol>	<p>The responsibilities of the Principal include:</p> <ol style="list-style-type: none"> <li>1. Determining appropriate disciplinary action or other remedial measures where there is abusive conduct between students, in accordance with Board policy; <i>[Add links or cross references to board policies on codes of conduct, student discipline, suspension rules.]</i></li> <li>2. Maintaining a written record of the disciplinary investigation and any report to a Child Welfare Worker and/or the Police; <i>[Specify where report records are to be filed. Such records are to be kept confidential and in a secure location]</i></li> <li>3. Cooperating with the Police or Child Welfare Worker, as appropriate, to provide for the safety of students and the school environment;</li> <li>4. Coordinating with the Police and/or Child Welfare Worker where either agency is involved in the matter;</li> <li>5. Providing counselling or other support to victim and any other affected students as appropriate;</li> <li>6. Reviewing the effectiveness of the remedial measures taken and considering whether other measures should be taken.</li> </ol>	<p>The responsibilities of the Superintendent include:</p> <ol style="list-style-type: none"> <li>1. Contacting the Police where the alleged conduct constitutes a criminal offence warranting police involvement;</li> <li>2. Reporting to a Child Welfare Worker should any child protection issue arise;</li> <li>3. Prohibiting the volunteer or contractor from being at school pending a determination of the allegations;</li> <li>4. Determining if the volunteer or contractor is suitable to work with students;</li> <li>5. Maintaining a written record of any reports to the Police or Child Welfare Workers. Such records are to be kept confidential and in a secure location;</li> <li>6. Providing counselling or other support to victim any other affected students as appropriate.</li> </ol>

#### IV. PARENTAL CONTACT

##### *WHEN THERE IS A CONCERN THAT CHILD ABUSE/NEGLECT HAS OCCURRED:*

A. IN HOME ENVIRONMENT	B. BY SCHOOL PERSONNEL	C. BY OTHER CHILDREN	D. BY OTHER ADULTS – Volunteers & Contractors
<p>School staff must not communicate their belief that a child has been abused or neglected to the parents.</p> <p>School staff are not responsible for determining whether parents are able to protect the child. A Child Welfare Worker makes this determination, in consultation with the Police.</p> <p>Any parental inquiries regarding the child should be referred to the Child Welfare Worker.</p>	<p>The Principal must notify the parents of allegations related to their child unless there are special circumstances, e.g., relating to a child protection or police investigation.</p> <p>Where a Child Welfare Authority or the Police are involved in the matter, the Principal will consult with the Police regarding notification of parents. In normal circumstances, the parents will be told if a report has been made to a Child Welfare Worker or police.</p> <p>When the Principal contacts the parent, the Principal may obtain further information that suggests a possible child protection concern. If the Principal has reason to believe that a parent is unwilling or unable to protect the child, or that a parent has abused or neglected a child or is likely to, the Principal must make a report to a Child Welfare Worker. If the Principal has a concern but is not sure whether it amounts to a reason to believe that a child needs protection, the Principal may consult with [Superintendent or specified district office staff] or a Child Welfare Worker.</p>	<p>The Principal must notify the parents of allegations related to their child unless there are special circumstances, e.g., relating to a child protection or police investigation.</p> <p>Where a Child Welfare Authority or the Police are involved in the matter, the Principal will consult with the Police regarding notification of parents. In normal circumstances, the parents will be told if a report has been made to a Child Welfare Worker or police.</p> <p>When the Principal contacts the parent, the Principal may obtain further information that suggests a possible child protection concern. If the Principal has reason to believe that a parent is unwilling or unable to protect the child, or that a parent has abused or neglected a child or is likely to, the Principal must make a report to a Child Welfare Worker. If the Principal has a concern but is not sure whether it amounts to a reason to believe that a child needs protection, the Principal may consult with [Superintendent or specified district office staff] or a Child Welfare Worker.</p>	<p>The Principal must notify the parents of allegations related to their child unless there are special circumstances, e.g., relating to a child protection or police investigation.</p> <p>Where a Child Welfare Authority or police are involved in the matter, the Principal will consult with the police regarding notification of parents. In normal circumstances, the parents will be told if a report has been made to a Child Welfare Authority or police.</p> <p>When the Principal contacts the parent, the Principal may obtain further information that suggests a possible child protection concern. If the Principal has reason to believe that a parent is unwilling or unable to protect the child, or that a parent has abused or neglected the child or is likely to, the Principal must make a report to a Child Welfare Worker. If the Principal has a concern but is not sure whether it amounts to a reason to believe that a child needs protection, the Principal may consult with [Superintendent or specified district office staff] or a Child Welfare Worker.</p>

## V. INVESTIGATIONS

### WHEN THERE IS A CONCERN THAT CHILD ABUSE/NEGLECT HAS OCCURRED:

A. IN HOME ENVIRONMENT	B. BY SCHOOL PERSONNEL	C. BY OTHER CHILDREN	D. BY OTHER ADULTS – Volunteers & Contractors
<p>The Child Welfare Worker and Police share responsibility for conducting the investigation. The details of the investigative process are established in local protocols between Child Welfare Authorities and the Police.</p> <p><i>[or may be spelled out in this document]</i></p>	<p>The Superintendent and/or the Police must investigate allegations against a school district staff member.</p> <p>The Superintendent may defer a school district investigation, at the request of the Police or where the Superintendent considers it appropriate to do so.</p> <p>If police and school district investigations are proceeding at the same time, the Superintendent must consult with the Police to ensure that the district investigation does not impede the police investigation.</p> <p>Where there is a police investigation, any notice of investigation (e.g., required under a collective agreement) or meetings with the employee and employee representatives should only take place after consultation with the Police.</p> <p>The Superintendent may suspend the staff member pending the district investigation or the police investigation into the allegations. <a href="#">SA s. 15(5)</a></p> <p><a href="#">The Superintendent and Board of Education may suspend a staff member charged with a criminal offence. SA s. 15(4),(5),(6),and (7)</a></p>	<p>The Principal is primarily responsible for investigating allegations of student misconduct at school.</p> <p>Where a student engages in conduct that may constitute a criminal offence, the Police may also investigate the matter.</p> <p>The Principal may, in consultation with the Superintendent or designate, defer the school investigation at the request of the Police or where the Principal considers it appropriate to do so.</p> <p>The Principal may suspend a student from school, in accordance with Board policy. <i>[add link to Board suspension rules policy]</i></p>	<p>Where the Police are conducting a criminal investigation, the Superintendent or designate will cooperate with the Police.</p> <p>The Superintendent may investigate allegations against a school volunteer or contractor, where appropriate.</p>
For parental contact responsibilities, see section IV.			



## VI. INTERVIEWS

### *WHEN THERE IS A CONCERN THAT CHILD ABUSE/NEGLECT HAS OCCURRED:*

A. IN HOME ENVIRONMENT	B. BY SCHOOL PERSONNEL	C. BY OTHER CHILDREN	D. BY OTHER ADULTS – Volunteers & Contractors
<p>If requested, the Principal must permit Child Welfare Workers and/or the Police to use school facilities to interview a child on a child protection matter.</p> <p>School staff may provide support for the child before, during and after the interview, where requested by the Child Welfare Worker or police officer.</p> <p>The Child Welfare Worker is responsible for briefing any staff person who is requested to be present at the interview of the child.</p>	<p>The Principal may allow the Police and/or Child Welfare Worker to use school facilities to interview a child who is alleged to be a victim of criminal conduct or where Child Welfare Workers are also carrying out a child protection investigation, if so requested. School staff may provide support for the child before, during and after the interview, where requested by the police officer or Child Welfare Worker.</p> <p>Where a police officer or Child Welfare Worker as well as school district personnel are investigating, joint interviews of student witnesses may be considered where they would reduce stress for the student(s) involved. The investigating police officer determines who will be involved.<sup>2</sup></p>	<p>The Principal may allow the Police and/or Child Welfare Workers to use school facilities to interview a student who is alleged to be a victim of criminal or abusive conduct, if so requested. School staff may provide support for the child before, during and after the interview, where requested by the police officer or Child Welfare Worker.</p>	<p>The Principal may allow the Police and/or Child Welfare Workers to use school facilities to interview a child who is alleged to be a victim of criminal or abusive conduct relating to the school. School staff may provide support for the child before, during and after the interview, where requested by the police officer or Ministry child welfare worker.</p>

<sup>2</sup> An independent investigator with specialist training may be retained by the School District to conduct student victim interviews, especially of young children.



## VII. INFORMATION-SHARING DURING INVESTIGATIONS

### WHEN THERE IS A CONCERN THAT CHILD ABUSE/NEGLECT HAS OCCURRED:

A. IN HOME ENVIRONMENT	B. BY SCHOOL PERSONNEL	C. BY OTHER CHILDREN	D. BY OTHER ADULTS – Volunteers & Contractors
<p>The Child Welfare Worker may inform the reporter who made the child abuse report of the result of the child protection investigation, as well as informing the parents and the child.</p> <p>The Child Welfare Worker will, in consultation with the Police, provide to the Principal and other school staff, information necessary to ensure the child's safety and well-being: <a href="#">CFCSA s.16(3), (5)</a>.</p> <p>School officials will cooperate with Child Welfare Workers and the Police by providing them with requested information necessary to carry out their investigations. School officials are permitted to provide police officers with personal information under <a href="#">FIPPA s. 33.2(i)</a>. Child welfare workers are entitled to information held by the school district notwithstanding the board's obligations under the <i>Freedom of Information and Protection of Privacy Act</i>: <a href="#">CFCSA s. 96</a>.</p> <p>School officials will keep records of who requested information and the information provided. <i>[Specify where records should be kept.]</i></p>	<p>The Police will share with the Superintendent information regarding the police investigation necessary to protect other students from abuse and to enable the District to take appropriate action with respect to the accused staff member.</p> <p>School officials will provide police officers with any staff or student personal information that they request to assist in the police investigation: <a href="#">FIPPA s. 33.2(i)</a>.</p> <p>School officials will keep records of who requested information and the information provided. <i>[Specify where records kept.]</i></p> <p>The Police will advise the Superintendent of any undertakings or orders that restrict an accused school staff member from being at or near school property.</p>	<p>The Police and Child Welfare Worker will share with the Principal information necessary to protect students from abuse and to enable the District to take appropriate action.</p> <p>The Police will advise the Superintendent of any undertakings or orders that restrict contact between students of the school.</p>	<p>The Police will share with the Superintendent information regarding the investigation necessary to protect other students from abuse and to enable the District to take appropriate action with respect to the volunteer or contractor.</p> <p>The Police will advise the Superintendent of any undertakings or orders that restrict any person from being at or near school property.</p>

## VIII. CONCLUDING AN INVESTIGATION

### *WHEN THERE IS A CONCERN THAT CHILD ABUSE/NEGLECT HAS OCCURRED:*

A. IN HOME ENVIRONMENT	B. BY SCHOOL PERSONNEL	C. BY OTHER CHILDREN	D. BY OTHER ADULTS – Volunteers & Contractors
<p>The Child Welfare Worker will determine whether the child needs protection in accordance with the <i>CFCSA</i> and Ministry policy.</p> <p>The Child Welfare Worker will report the results of a child protection investigation to</p> <ul style="list-style-type: none"> <li>the parent</li> <li>the person who initiated the report,</li> <li>the Principal of the school [or designated district official] if necessary to ensure the child's safety or well being in school</li> <li>the child, if the child is capable of understanding the information,</li> </ul> <p>unless such reports would cause harm or endanger the child or a criminal investigation is underway or contemplated. <a href="#">CFCSA s.16(3), (5)</a></p> <p>The Child Welfare Worker will inform the Principal of any change in the child's legal status or legal guardianship and any change in the child's living arrangements.</p> <p>The Police will advise the Principal of any orders or undertakings that restrict a person from being at or near school property.</p>	<p>The Superintendent will decide, after the investigation has concluded, whether there is just cause for disciplinary action.</p> <p>The Superintendent will report to the parents (and/or student as appropriate) that the allegations have been investigated, whether they have been substantiated and whether any disciplinary action has been taken.</p> <p>The Superintendent will decide whether a report to the BC College of Teachers is required under <a href="#">SA s.16</a>.</p> <p>The Police<sup>3</sup> will inform the Superintendent of the outcome of any criminal investigation involving school staff.</p> <p>If the circumstances indicate that a civil claim is likely to be made against the school district or its staff or volunteers as a result of the incident, the Secretary Treasurer is responsible for ensuring that a report is made to the School Protection Program.</p>	<p>The Principal, in consultation with the Superintendent, will take appropriate disciplinary action or other remedial measures to address the student conduct.</p> <p>The Police will inform the Superintendent of the outcome of any criminal investigation involving allegations of abusive conduct between students at school.</p> <p>The Police<sup>4</sup> will advise the Principal of any orders or undertakings that restrict a person from being at or near school property or restrict contact between students.</p> <p>If the circumstances indicate that a civil claim is likely to be made against the school district or its staff or volunteers as a result of the incident, the Secretary Treasurer is responsible for ensuring that a report is made to the School Protection Program.</p>	<p>The Superintendent will determine if the volunteer or contractor can provide services at school.</p> <p>The Police will inform the Superintendent of the outcome of any criminal investigation involving the school volunteer or contractor.</p> <p>The Police<sup>5</sup> will advise the Principal of any orders or undertakings that restrict a person from being at or near school property.</p> <p>If the circumstances indicate that a civil claim is likely to be made against the school district or its staff or volunteers as a result of the incident, the Secretary Treasurer is responsible for ensuring that a report is made to the School Protection Program.</p>

**Note:** To find out the outcome of a court proceeding, Crown Counsel may be contacted. Youth Court records may be disclosed to school authorities (a) to ensure compliance by the young person with an order or undertaking; (b) to ensure the safety of staff, students or other persons; or (c) to facilitate the rehabilitation of the young person (YCJA s. 125(6)).

<sup>3</sup> This may involve other justice agencies such as Probation Services

<sup>4</sup> This may involve other justice agencies, such as Youth Probation Services.

<sup>5</sup> This may involve other justice agencies such as Probation Services.

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 4050
HEALTH/SAFETY	<u>Weapons</u>	

**DATE ADOPTED:** January 13, 1998

**DATE AMENDED:** November 10, 2008

The Board of Education believes that students, staff and volunteers have the right to a safe and secure school environment.

The Board of Education shall consider the possession or use of any weapon or simulated weapon by anyone on or near school premises to be a serious threat to the school environment and to the safety of students and staff. The Board of Education shall take appropriate action or lay charges against any individuals involved.

### R E G U L A T I O N S

The policy statement will be communicated to students and parents at the beginning of each school year.

It is expected that administrators shall use their professional judgment in applying this policy. Serious violent incidences as per the Violent Incident Report form must be documented as indicated and reported to the student's parents. (attached).

Where an administrator reasonably believes that a person on or near school premises is in possession or has used a weapon, or simulated weapon, the administrator shall:

- a. immediately notify the police and the Superintendent or designate
- b. make reasonable attempts to minimize the risk of injury to any person

Resultant consequences will range from school disciplinary action to charges being laid by the police depending on specific circumstances.

## **WEAPON DEFINITION**

"Any instrument designed to inflict injury or intimidate another person, or any instrument that is used in this manner."

**Criminal Code of Canada**, Sec. 82 : "Weapon" means:

- a) "anything used or intended for use in causing death or injury or not, or
- b) anything used for threatening or intimidating any person, and without restricting the generality of the foregoing, includes any firearm as defined in Section 82."

For Board Review May 8 2018

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 1040
GOVERNANCE/COMMUNICATIONS	<u>Board Meetings</u>	

**DATE ADOPTED:** January 13, 1998

**DATE AMENDED:** October 25, 2005

**DATE AMENDED:** January 8, 2008

**DATE AMENDED:** December 8, 2009

**DATE REVIEWD:**

Meetings of the Board are held on the second Tuesday of the month at the School Board Office, 1021 Central Avenue, Grand Forks, B.C. The location of every third meeting will be held outside of Grand Forks with the location to be announced at the preceding meeting of the Board.

Special Closed Meetings are held on the second Tuesday of each month, usually beginning at 4:00 p.m.

Regular Meetings are open to the public and begin at 6:00 p.m. on the same Tuesdays as the Special Meetings. In addition, the Board will hold special meetings devoted to educational programs throughout the year as the need arises. The public, press and radio representatives are welcome to attend all public meetings of the Board.

After consultation with the Superintendent and Board Chairperson, the agenda for each meeting is prepared by the Secretary-Treasurer and is distributed to Board members 72 hours prior to the meeting. If there is an agenda item deemed critical to a group of parents, efforts will be made to notify the affected parents of the issue.

All agenda items will be placed on the Open Meeting agenda unless they specifically relate to a personnel, property, protection of privacy matter or is of sufficiently sensitive nature to warrant inclusion in the Closed Meeting. If there is disagreement as to whether an item should be considered in the Open or Closed Meeting, the disagreement will be resolved by voting. The majority of the Board must be in agreement with the item remaining in the Closed Meeting.

Board Committees meet on an as-and-when-required basis which is usually announced at Open Meetings. The committee chair is responsible for convening the meeting and the establishment of the agenda for the meeting.

Special meetings may be called by the Chair, or by the Secretary-Treasurer on the written request of four Trustees, on dates other than those of regularly scheduled meetings, with each Trustee receiving no less than 24 hours advance written notice. An additional meeting may be held at any time with the consent of all Trustees present at a properly

called meeting of the Board, or if all Trustees holding office waive notice. No business other than that for which the meeting was called shall be conducted at such a special meeting.

Individual Trustees or groups of Trustees may also meet in various settings as committees, for working sessions, or for discussion with members of the public or staff. Such gatherings and meetings are not considered meetings of the Board, and no official action of the Board may be taken on such occasions.

### **Comment Period**

At the beginning of every Board Meeting there will be a comment period. The comment period will be of five to ten minute duration at the discretion of the Chair. The purpose of the comment period is to give attendees an opportunity to provide brief input on any of the day's agenda items that the Board will be considering.

### **Question Period**

A question period will be provided at the end of a regular Board meeting, during which attendees may question the Board on business conducted during that meeting. This question period will be of five to thirty minute duration at the discretion of the chair. Written questions will be given priority, but oral questions will be accepted if time remains. The Chair will indicate another means of response if the question cannot be answered at the time.

While the Board believes that communication with the public is extremely important, the regular Board meeting is the formally designated means of transacting Board business, and is not the appropriate setting for general discussion, questioning, or comment by residents. The question period is provided solely as a means for ensuring that residents present in the audience have an opportunity to obtain clarification concerning the proceedings.

Residents who have other comments or questions are encouraged to contact Trustees or staff individually or, if desired, to arrange a formal presentation on the Board agenda. In general, Board policy indicates that questions or concerns are best handled as near the location of the issue as possible. Matters currently under negotiation or litigation, or related to personnel, will not be discussed in public session.

### **Talking Break**

The public Board Meeting is suspended and all attendees, including the public, participate in open dialogue with the Board on educational topics related to students as well as the Financial Framework for Supporting Student Success.

All meetings of the Board will be governed by Roberts Rules of Order.

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 2006
FINANCE/FACILITIES	<u>Disposal of Equipment and Assets</u>	

**DATE ADOPTED:** October 25, 2005

**DATE REVIEWED:**

The Board of Education recognizes that a process is required to ensure that assets purchased with public funds are disposed of efficiently at the end of their useful life, and that the process and results are open to review.

The Board requires that the process set out in the regulations below be followed for the disposal of equipment and similar assets belonging to the District.

### REGULATIONS

Equipment and assets determined to be obsolete or surplus to the requirements of the School District may be disposed of provided that the authorization of the Secretary-Treasurer is first obtained.

The Secretary-Treasurer will coordinate and be responsible for the disposition of all equipment and assets.

Prior to any disposal of surplus equipment, the school/department involved shall canvas all other District schools/departments to ensure that the equipment is not needed in another area, unless the re-deployment of that equipment will be detrimental to the operations, goals and objectives of the District.

As School District equipment was purchased with public funds, it is therefore necessary that the public has equal opportunity with regard to its sale.

For items estimated to be under ~~\$ 1,000~~ \$3,000 dollars in value, the method of sale shall be determined by the Secretary-Treasurer. Items over ~~\$1,000~~ \$3,000 dollars in value shall be offered for sale by the advertised soliciting of sealed bids, or public auction, provided that such an auction is advertised sufficiently in advance.

Proceeds from the sale of assets, except those that can be clearly identified as having been acquired through non-shareable funds, are to be deposited in the Sale of Assets account.

Assets that are not saleable will be reported to the Operations department for disposal.

**SCHOOL DISTRICT NO. 51 (BOUNDARY)**

**P O L I C Y**

<b>SECTION</b>	<b>TITLE</b>	<b>NO. 2010</b>
<b>FINANCE/FACILITIES</b>	<b><u>School District Banking</u></b>	

**DATE ADOPTED:** March 14, 2000

**DATE AMENDED:**

The School District banking service shall be reviewed at the discretion of the Board of Education. ~~School Board, and at least every five years.~~



## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 2040
FINANCE/FACILITIES	<u>Signing Authority – Cheques</u>	

**DATE ADOPTED:** March 14, 2000

**DATE AMENDED:** October 25, 2005

**DATE REVIEWED:**

The signing officers for all cheques of School District No.51 (Boundary) shall consist of the following:

- a) Chairperson of the Board
- b) Superintendent of Schools
- c) Secretary-Treasurer
- e) Designated Accounts Payable Clerk
- f) All Trustees

Unless otherwise directed by the Board, authority for the signing of all cheques is given to the signing officers according to the following schedule:

- a. Cheques not exceeding \$5,000 \$7,500 require one of the following signatures:

**One of:** Superintendent of Schools, Secretary-Treasurer, or Designated Accounts Payable Clerk.

- b. Cheques exceeding \$5,000 \$7,500 require two of the following signatures:

**One of:** Superintendent of Schools, Secretary-Treasurer, or Designated Accounts Payable Clerk

**AND**

**One of:** Chairperson of the Board or a Trustee.

#### Electronic Payments or Transfers

The following payments can be made electronically or by transfer without signature or limit:

- a) Receiver General
- b) Teachers' Pension
- c) Municipal Pension
- d) Workers' Compensation Board

e) Public Education Benefit Trust

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 5080
STUDENTS	<u>Competition/Recognition Fund</u>	

**DATE ADOPTED:** January 12, 1999

**DATE AMENDED:** October 13, 2009

The Board authorizes the establishment of a Competition/Recognition Fund each year to provide financial assistance to students earning the right to participate in a provincial, national or international function/event.

The Board wishes to support legitimate and appropriate educational activities in which participation outside the District has been earned.

The Board does not financially support routine field trips or individual applications unless they meet the criteria in the regulations.

### R E G U L A T I O N S

To be eligible for consideration for funding, the following criteria must be met:

- Qualifying teams or individuals are school-based and school-sponsored, and are students enrolled in School District No. 51 (Boundary).
- Grants will apply to travel and accommodation for provincial, national or international events up to a maximum of \$1,000.
- Participation will have been earned through competition or selection.
- Priority will be given to those activities that relate to the primary goals of schools.
- ~~The Competition/Recognition Fund is established at \$2,000. This amount will be reviewed periodically by the Board of School Trustees.~~
- The support provided and the student/team experience will be shared with the Board of Education.

- Applications should be addressed to the Superintendent of Schools and will be reviewed on receipt. There is no deadline, however, applicants should be aware that processing the application will usually take one to two weeks.

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 1010
GOVERNANCE/COMMUNICATIONS	<u>Authority of the Board</u>	

**DATE ADOPTED:** January 13, 1998

**DATE AMENDED:** March 31, 2009

### SCHOOL BOARD POWERS AND DUTIES

The School Act, Sections ~~39, 85 and 103~~ 30-72 pertain to the basic powers and duties of the Board of Education. Some specific powers and responsibilities are spread throughout the School Act and Regulations.

The sections of the School Act that apply to the legislated authority of the Board of School Trustees are available from the **School Board Office** ~~or on the website?~~

~~The Board shall concern itself primarily with broad questions of policy rather than administration of the District. The Board recognizes that the rights, powers, duties and liabilities of a Board of Education rest only with the legally constituted Board and not with committees of Trustees or individual Trustees. The application of policy is an administrative task to be performed by the Superintendent of Schools and the Secretary-Treasurer who shall be held responsible for the effective administration and supervision of the entire school system.~~

~~The Board, functioning within the framework of the School Act, and recognizing the authority of the Province, fulfils its responsibilities by acting as follows in the execution of its duties:~~

- ~~1.Establishes policy;~~
- ~~2.Approves locally developed curricula and provides instructional aids;~~
- ~~3.Appoints all staff members and prescribes their duties;~~
- ~~4.Approves the budget and policies whereby the administration may formulate procedures and regulations for the orderly accomplishment of business;~~
- ~~5.Estimates and seeks to provide funds for the operation, support, maintenance, improvement and extension of the school system;~~

6. ~~Provides for the planning, expansion, improvement, financing, construction, maintenance, use and disposition of physical plants of the school system;~~
7. ~~Establishes goals and objectives for the educational programs and the operation of the District;~~
8. ~~Provides for the dissemination of information relating to the schools necessary for creating a well-informed public;~~
9. ~~Performs all other duties and responsibilities as outlined in the School Act and Regulations.~~

Policy to Circulate May 8 2018

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 1351
GOVERNANCE/COMMUNICATIONS	<b>Mandate and</b> <u>Role of the Board</u>	
<b>**Policy #1020 Mandate of Board &amp; #1351 Role of Board to be combined</b>		

**DATE ADOPTED:** June 8, 2010

**DATE AMENDED:**

The Board of Education serves...

- students, by accepting prime responsibility for intellectual development and by sharing the responsibility for human/social and career development;
- parents, by working in partnership with them;
- 1. the community, by maintaining a high quality system that displays accessibility, relevance, equity and accountability;
- a) staff by support and encouragement in their efforts in education the students.

As the corporate body elected by the voters, the Board of Education is responsible for the development of goals, policies and by-laws to guide the provision of educational services to students attending District schools and programs, in keeping with the requirements of government legislation and the values of the electorate.

### R E G U L A T I O N S

#### Specific Areas of Responsibility

##### 1. Accountability to the Provincial Government

The Board shall:

- 1.1. Act in accordance with all statutory requirements of the Government of British Columbia to implement educational standards and policies.
- 1.2. Perform Board functions required by governing legislation and existing Board policy.

##### 2. Accountability to the Community

The Board shall:

- 2.1. Make decisions that reflect community values and represent the interests of the entire District.
- 2.2. Establish processes and provide opportunities for community input.
- 2.3. Report out on outcomes from the District Framework for Student Success.  
~~District Directions and Performance Plan results.~~
- 2.4. Develop procedures for and hear appeals as required by statute and/or Board policy.
- 2.5. Provide for two-way communication between the Board and stakeholder groups (District Parent Advisory Council, Boundary District Teachers' Association, Boundary District Principals' and Vice-Principals' Association and the Canadian Union of Public Employees), ~~School Planning Councils~~, Parent Advisory Councils and community at large.
- 2.6. Model a culture of respect and integrity.



### 3. Planning

The Board shall:

- 3.1. Provide overall direction for the District by establishing purpose, beliefs and values, mission statement, and guiding principles.
- 3.2. Annually:
  - 3.2.1. set District goals and key results
  - 3.2.2. approve the Ministry required **District Framework Plan for Student Success** ~~District Achievement Contract (educational goals)~~
  - 3.2.3. ~~ensure the District Directions Document (overall goals) are aligned with the District's Strategic Plan and fulfill Ministry Guidelines~~
- 3.3. Approve the District's long-term Strategic Plan(s).
- 3.4. ~~Annually approve the District Directions goal setting process and timelines.~~
- 3.5. ~~Annually approve the District Achievement Contract for submission to the British Columbia Ministry of Education by the due date.~~
- 3.6. Monitor progress toward the achievement of student outcomes and other desired results as defined in **the District Framework for Student Success**. ~~Achievement Contract.~~
- 3.7. Annually evaluate the effectiveness of the District in achieving established goals and desired results.
- 3.8. Approve the **Superintendent's Annual Report** for distribution to the public.
- 3.9. Annually approve school ~~improvement~~ growth plans.

### 4. Policy

The Board shall:

- 4.1. Identify the purpose to be achieved and the criteria for a new policy.
- 4.2. Make the final decision as to the approval of all policy statements.
- 4.3. Evaluate policy impact to determine if policy has created the desired change.
- 4.4. Determine policies which outline how the Board is to function.
- 4.5. Delegate authority to the Superintendent to enact and define commensurate responsibilities.

### 5. Board/Superintendent Relations

The Board shall:

- 5.1. Select the Superintendent.
- 5.2. Provide the Superintendent with clear corporate direction.
- 5.3. Delegate, in writing, administrative authority.
- 5.4. Identify responsibility subject to the provisions and restrictions in provincial legislation and regulations.
- 5.5. Evaluate the Superintendent's performance and annually review compensation.
- 5.6. Respect and make effective the role of the Superintendent.

### 6. Political Advocacy

The Board shall:

- 6.1. Meet with municipal governments and other educational/public service governing authorities as appropriate to achieve political ends.
- 6.2. Participate in sessions and make decisions regarding British Columbia School Trustees' Association and British Columbia Public Sector Employees'

Association issues. Advance District positions and priorities through BCSTA meetings.

7. Board Development

The Board shall;

- 7.1. Regularly evaluate the Board's effectiveness with internal and external measures.

8. Fiscal

The Board shall:

- 8.1. Approve the principles, decision-making criteria, and assumptions for the creation of the annual budget.
- 8.2. Approve the annual budget which ensures resources available are allocated to achieve desired results as outlined in the **District Framework for Student Success Achievement Contract** and planning document.
- 8.3. Approve annually its five-year capital plan for submission to the British Columbia Ministry of Education by the due date.
- 8.4. At least once per trustee term review the District's facilities planning document to ensure the directions contained therein best meets the District's long-term facility needs.
  - 8.4.1.1. Declare facilities surplus to general school needs in the District.
  - 8.4.1.2. Lease of surplus school space for a period greater than one year.
  - 8.4.1.3. Approve by bylaw, disposition of land and buildings.
- 8.5. Annually Appoint or reappoint the auditor and approve the terms of engagement.
- 8.6. Review annually the audit report and management letter.
- 8.7. Ensure CEO fiscal accountability in managing the budget.
- 8.8. Make decisions regarding ratification of memoranda of agreement with bargaining units.
- 8.9. Make disbursements from the Capital Reserve Fund.
- 8.10. Approve the acquisition of school sites.
- 8.11. Approve the tender selection for contacts over \$500,000.00.

Selected Responsibilities

1. Approve annual District school calendars.
2. Approve Board Authority Authorized courses.
3. Hear appeals on the reconsideration of resource materials which are challenged.
4. Approve the naming of educational facilities.
5. Provide direction regarding the mandate for employee negotiations.

Reference: Policy No. 1355      Role of the Superintendent of Schools  
Policy No. 2010      School District Banking

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 1020
GOVERNANCE/COMMUNICATIONS	<u>Mandate of the Board</u>	

**DATE ADOPTED:** January 13, 1998

**DATE AMENDED:** March 31, 2009

The Board of Education serves...

- students, by accepting prime responsibility for intellectual development and by sharing the responsibility for human/social and career development;
- parents, by working in partnership with them;
- the community, by maintaining a high quality system that displays accessibility, relevance, equity and accountability;
- staff by support and encouragement in their efforts in education the students.

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO.
HEALTH/SAFETY	<u>Emergency Preparedness</u>	

**DATE ADOPTED:**

**DATE AMENDED:**

#### Preamble

An emergency is a sudden, unexpected occurrence requiring immediate action to stabilize a situation. Emergencies affecting school facilities and/or school transportation that may prevent use for an unspecified period of time may include:

- a) fire
- b) threats to school occupants or facilities (i.e. bomb threat)
- c) violent physical incident or threat
  
- d) school bus accident
- e) severe weather
- f) earthquake
- g) hazardous spills, accidents, or explosions
- h) floods

#### Policy

The Board recognizes the importance of being prepared for various types of emergencies, both natural and human, that could occur while school is in session. This necessitates the need to develop appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. To this end it is important that students, employees and parents be knowledgeable about the various emergency plans and procedures and to be prepared should such an emergency occur.

Direct responsibility for what may occur immediately following a response to a 911 call will lie with the Prime Responders (such as the RCMP, fire department, or Regional Emergency Plan Coordinator). The District's first responsibility is to ensure the immediate safety of students and staff by activating the appropriate emergency preparedness plan.

To assist and expedite setup, the Board directs that emergency plans and procedures be developed, implemented and maintained for all school and district facilities and school buses, and that:

- a) all employees shall be informed about the emergency plans and procedures to be followed at their work site, to ensure their safety and the safety of others
- b) students and employees shall practice the emergency procedures implemented at their school or work site
- c) parents shall be advised of the emergency procedures developed at the school(s) where their child(ren) are attending by September 30
- d) if materials and supplies beyond those normally provided by the school district are to be kept on hand to augment the school emergency procedures, then it shall be the responsibility of each school to obtain and maintain such supplies in good order
- e) After each emergency or incident, a debriefing session will be convened, chaired by the Superintendent or designate, to review procedures related to the incident.

**~~Refer to Appendix on Emergency Preparedness (attached)~~**

## SCHOOL DISTRICT NO. 51 (BOUNDARY)

### P O L I C Y

SECTION	TITLE	NO. 3020
EDUCATIONAL PROGRAMS/ SERVICES	<u>Copyright</u>	

**DATE ADOPTED:** February 8, 2000

**DATE AMENDED:** April 14, 2009

The Board of Education recognizes the existence of the Copyright Act which is designed to protect the rights of authors and producers of creative works. The Board further recognizes such works should not be copied without the permission of the copyright holder. The Board advises its employees to respect copyright provisions as they pertain to all aspects of digital and printed materials, media, databases and computer software.

### REGULATIONS

#### 1.0 Copyright Guidelines

- 1.1 Copyright violations occur when copyrighted materials are used in the classroom or school without the permission of the copyright holders.
- 1.2 All employees should refer to [www.copyrightdecisiontool.ca](http://www.copyrightdecisiontool.ca) for acceptable uses and violations.
- 1.3 Teachers are to ensure that students under their supervision are informed of copyright expectations.

#### 2.0 Administrator and Supervisor Responsibilities

That employees under your supervision are:

- 2.1 Informed of copyright legislation and Board Policy
- 2.2 Aware of the copyright decision tool
- 2.3 Applying and adhering to this policy
- 2.4 Not using District hardware to acquire or download copyrighted media (i.e. music, movies, television shows)