



COMMITTEE OF THE WHOLE

12:30 pm, Wednesday, February 14, 2024
School Board Office

A G E N D A

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** "THAT the Committee of the Whole Meeting Agenda of February 14, 2024, be adopted as circulated."

2. STANDING COMMITTEES

- 2.a) Education & Strategic Planning Committee
2.a.i) 2026/2027 School Calendar - Draft
- 2.b) Finance & Facilities Committee
2.b.i) 2023/2024 Amended Budget
2.b.ii) Emergent Bus Funding Request
- 2.c) Policy Committee
2.c.i) Administrative Procedures Related to Student Safety
(1) AP 170 – Harassment and Bullying
(2) AP 175 – Safety: Violence in the Workplace for District Employees / Violence Protocol
(3) AP 206 – Sexual Health Education
(4) AP 311 – Safe Schools
(5) AP 325 – Child Abuse Investigations in Schools
(6) AP 325 Appendix - Trilateral Protocol Agreement responding to child abuse and neglect
(7) AP 350 – Student Conduct / Codes of Conduct
(8) AP 355 – Student Discipline
2.c.ii) Administrative Procedure 145 – Use of Personal Communication Devices
2.c.iii) Administrative Procedure 452.1 – Role of Director of Technology

3. COMMITTEE REPORTS

- 3.a) Environmental and Sustainability Committee – M. Mason (oral)

4. OTHER INFORMATION

- 4.a) BCSTA Leadership Series – Gibsons
- 4.b) Sunshine Coast request for support for an AGM motion related to Early Learning
- 4.c) Partner Liaison Meeting – J. Miller
- 4.d) SOGI Bingo – The Performance of Pink
- 4.e) Board Work Plan – For Information

ADJOURNMENT

SH/attachments



qathet School District

Local School Calendar

2026-2027

2026

Tuesday	September 8	Schools Open
Friday	September 25	Professional Development Day
Tuesday	September 30	Truth and Reconciliation Day
Monday	October 12	Thanksgiving Day
Friday	October 23	Professional Development Day (Provincial)
Wednesday	November 11	Remembrance Day
Friday	December 18 Dec. 21 to Jan. 1	Schools close (end of day) for Winter Vacation Winter Vacation

2027

Monday	January 4	Schools Re-open
Friday	February 12	Professional Development Day
Monday	February 15	B.C. Family Day
Friday	March 12 March 15-25	Schools Close (end of day) for Spring Break Spring Vacation – School District No. 47 <i>(March 24 & 25 - in lieu for two summer Pro-D days)</i>
Friday	March 26	Good Friday
Monday	March 29	Easter Monday
Monday	March 30	Schools Re-open
Monday	May 24	Victoria Day
Friday	June 4	Professional Development Day (District Planning Day)
Friday	June 30	Administrative Day, Schools Close

Amended Annual Budget

School District No. 47 (qathet)

June 30, 2024

School District No. 47 (qathet)

June 30, 2024

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 47 (QATHET) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2023/2024 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. The Board has complied with the provisions of the *Act*, Ministerial Orders, and Ministry of Education and Child Care Policies respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 47 (qathet) Amended Annual Budget Bylaw for fiscal year 2023/2024.
3. The attached Statement 2 showing the estimated revenue and expense for the 2023/2024 fiscal year and the total budget bylaw amount of \$51,910,474 for the 2023/2024 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2023/2024.

READ A FIRST TIME THE 21st DAY OF FEBRUARY, 2024;

READ A SECOND TIME THE 21st DAY OF FEBRUARY, 2024;

READ A THIRD TIME, PASSED AND ADOPTED THE 21st DAY OF FEBRUARY, 2024;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 47 (qathet) Amended Annual Budget Bylaw 2023/2024, adopted by the Board the 21st DAY OF FEBRUARY, 2024.

Secretary Treasurer

School District No. 47 (qathet)

Statement 2

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,170,063	3,182,000
Adult	2,500	1,500
Total Ministry Operating Grant Funded FTE's	3,172,563	3,183,500
Revenues	\$	\$
Provincial Grants		
Ministry of Education and Child Care	45,946,265	45,759,891
Other	75,000	100,000
Tuition	608,120	727,500
Other Revenue	2,109,897	2,037,233
Rentals and Leases	138,900	125,900
Investment Income	172,500	110,000
Amortization of Deferred Capital Revenue	1,706,519	1,721,866
Total Revenue	50,757,201	50,582,390
Expenses		
Instruction	41,707,129	41,617,273
District Administration	2,319,313	2,384,822
Operations and Maintenance	6,512,475	6,277,279
Transportation and Housing	1,371,557	1,245,885
Total Expense	51,910,474	51,525,259
Net Revenue (Expense)	(1,153,273)	(942,869)
Budgeted Allocation (Retirement) of Surplus (Deficit)	835,065	644,632
Budgeted Surplus (Deficit), for the year	(318,208)	(298,237)
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(318,208)	(298,237)
Budgeted Surplus (Deficit), for the year	(318,208)	(298,237)

School District No. 47 (qathet)
 Amended Annual Budget - Revenue and Expense
 Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	43,346,589	43,420,333
Special Purpose Funds - Total Expense	6,516,658	6,074,823
Capital Fund - Total Expense	2,047,227	2,030,103
Total Budget Bylaw Amount	51,910,474	51,525,259

Approved by the Board

Signature of the person of the Board _____ Date _____

Signature of the Superintendent _____ Date _____

Signature of the Secretary/Treasurer _____ Date _____

DRAFT

School District No. 47 (qathet)

Amended Annual Budget - Changes in Net Financial Assets (Debt)
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Surplus (Deficit) for the year	<u>(1,153,273)</u>	<u>(942,869)</u>
Effect of change in Tangible Capital Assets		
Amortization of Tangible Capital Assets	<u>2,047,227</u>	<u>2,030,103</u>
Total Effect of change in Tangible Capital Assets	<u>2,047,227</u>	<u>2,030,103</u>
	<u>-</u>	<u>-</u>
(Increase) Decrease in Net Financial Assets (Debt)	<u><u>893,954</u></u>	<u><u>1,087,234</u></u>

School District No. 47 (qathet)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2024

	Operating Fund	Special Purpose Fund	Capital Fund	2024 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,914,243		9,038,803	10,953,046
Changes for the year				
Net Revenue (Expense) for the year	(835,065)		(318,208)	(1,153,273)
Net Changes for the year	<u>(835,065)</u>	-	<u>(318,208)</u>	(1,153,273)
Budgeted Accumulated Surplus (Deficit), end of year	<u>1,079,178</u>	-	<u>8,720,595</u>	<u>9,799,773</u>

School District No. 47 (qathet)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	40,307,107	40,562,568
Other	75,000	100,000
Tuition	608,120	727,500
Other Revenue	1,232,397	1,159,733
Rentals and Leases	138,900	125,900
Investment Income	150,000	100,000
Total Revenue	42,511,524	42,775,701
Expenses		
Instruction	35,457,282	35,763,745
District Administration	2,218,766	2,286,480
Operations and Maintenance	4,390,660	4,236,880
Transportation and Housing	1,279,881	1,133,228
Total Expense	43,346,589	43,420,333
Net Revenue (Expense)	(835,065)	(644,632)
Budgeted Prior Year Surplus Appropriation	835,065	644,632
Budgeted Surplus (Deficit), for the year	-	-

School District No. 47 (qathet)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Provincial Grants - Ministry of Education and Child Care		
Operating Grant, Ministry of Education and Child Care	40,300,516	40,498,818
ISC/LEA Recovery	(1,032,389)	(974,724)
Other Ministry of Education and Child Care Grants		
Pay Equity	243,304	243,304
Funding for Graduated Adults	2,000	2,000
Student Transportation Fund	91,754	91,754
FSA Scorer Grant	7,506	7,000
Labour Settlement Funding	694,416	694,416
Total Provincial Grants - Ministry of Education and Child Care	40,307,107	40,562,568
Provincial Grants - Other	75,000	100,000
Tuition		
Summer School Fees	8,120	7,500
International and Out of Province Students	600,000	720,000
Total Tuition	608,120	727,500
Other Revenues		
Other School District/Education Authorities	120,008	120,009
Funding from First Nations	1,032,389	974,724
Miscellaneous		
Misc. Billings & Recoveries	52,600	50,000
Purchase Card Rebate	17,500	15,000
Art Starts Grants	9,900	
Total Other Revenue	1,232,397	1,159,733
Rentals and Leases	138,900	125,900
Investment Income	150,000	100,000
Total Operating Revenue	42,511,524	42,775,701

School District No. 47 (qathet)

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2024

	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$
Salaries		
Teachers	14,256,187	15,142,605
Principals and Vice Principals	2,822,400	2,543,477
Educational Assistants	4,048,858	3,171,649
Support Staff	3,260,120	3,392,424
Other Professionals	2,115,847	2,566,860
Substitutes	1,781,641	1,582,198
Total Salaries	28,285,053	28,399,213
Employee Benefits	6,324,200	6,349,393
Total Salaries and Benefits	34,609,253	34,748,606
Services and Supplies		
Services	3,867,555	3,978,572
Student Transportation	6,000	6,500
Professional Development and Travel	369,847	327,393
Rentals and Leases	306,100	299,687
Dues and Fees	288,500	275,500
Insurance	108,500	105,000
Supplies	3,161,334	2,974,575
Utilities	629,500	704,500
Total Services and Supplies	8,737,336	8,671,727
Total Operating Expense	43,346,589	43,420,333

School District No. 47 (qathet)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	11,739,543	201,600	144,348	155,438	264,233	1,247,027	13,752,189
1.03 Career Programs		72,000					72,000
1.07 Library Services	214,808						214,808
1.08 Counselling	381,053	86,400					467,453
1.10 Special Education	1,378,744	259,200	3,703,403	14,750	536,490	207,500	6,100,087
1.30 English Language Learning	18,374						18,374
1.31 Indigenous Education	339,923	144,000	201,107			25,000	710,030
1.41 School Administration		1,699,200		861,421		38,000	2,598,621
1.60 Summer School						110,000	110,000
1.61 Continuing Education	91,871						91,871
1.62 International and Out of Province Students	91,871	72,000			72,163	4,114	240,148
Total Function 1	14,256,187	2,534,400	4,048,858	1,031,609	872,886	1,631,641	24,375,581
4 District Administration							
4.11 Educational Administration		288,000			334,092		622,092
4.40 School District Governance					88,610		88,610
4.41 Business Administration				201,802	525,420		727,222
Total Function 4	-	288,000	-	201,802	948,122	-	1,437,924
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				66,377	77,123		143,500
5.50 Maintenance Operations				1,301,897	176,188	100,000	1,578,085
5.52 Maintenance of Grounds				90,254			90,254
5.56 Utilities							-
Total Function 5	-	-	-	1,458,528	253,311	100,000	1,811,839
7 Transportation and Housing							
7.41 Transportation and Housing Administration				22,126	41,528		63,654
7.70 Student Transportation				546,055		50,000	596,055
Total Function 7	-	-	-	568,181	41,528	50,000	659,709
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	14,256,187	2,822,400	4,048,858	3,260,120	2,115,847	1,781,641	28,285,053

School District No. 47 (qathet)

Amended Annual Budget - Operating Expense by Function, Program and Object

Year Ended June 30, 2024

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2024 Amended Annual Budget	2024 Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	13,752,189	2,994,589	16,746,778	3,156,782	19,903,560	20,640,348
1.03 Career Programs	72,000	15,840	87,840	7,000	94,840	187,550
1.07 Library Services	214,808	51,556	266,364	25,808	292,172	348,349
1.08 Counselling	467,453	110,461	577,914	25,049	602,963	582,194
1.10 Special Education	6,100,087	1,462,536	7,562,623	1,809,551	9,372,174	8,972,678
1.30 English Language Learning	18,374	4,410	22,784	2,000	24,784	24,870
1.31 Indigenous Education	710,030	163,539	873,569	99,250	972,819	778,601
1.41 School Administration	2,598,621	589,182	3,187,803	100,446	3,288,249	3,278,535
1.60 Summer School	110,000		110,000	22,000	132,000	97,500
1.61 Continuing Education	91,871	22,049	113,920		113,920	111,854
1.62 International and Out of Province Students	240,148	53,766	293,914	365,887	659,801	741,266
Total Function 1	24,375,581	5,467,928	29,843,509	5,613,773	35,457,282	35,763,745
4 District Administration						
4.11 Educational Administration	622,092	136,860	758,952	58,679	817,631	812,841
4.40 School District Governance	88,610	4,431	93,041	68,959	162,000	241,579
4.41 Business Administration	727,222	166,042	893,264	345,871	1,239,135	1,232,060
Total Function 4	1,437,924	307,333	1,745,257	473,509	2,218,766	2,286,480
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	143,500	33,561	177,061	113,000	290,061	326,747
5.50 Maintenance Operations	1,578,085	346,448	1,924,533	1,290,554	3,215,087	2,978,122
5.52 Maintenance of Grounds	90,254	20,758	111,012	145,000	256,012	227,511
5.56 Utilities	-	-	-	629,500	629,500	704,500
Total Function 5	1,811,839	400,767	2,212,606	2,178,054	4,390,660	4,236,880
7 Transportation and Housing						
7.41 Transportation and Housing Administration	63,654	14,667	78,321	40,000	118,321	83,321
7.70 Student Transportation	596,055	133,505	729,560	432,000	1,161,560	1,049,907
Total Function 7	659,709	148,172	807,881	472,000	1,279,881	1,133,228
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	28,285,053	6,324,200	34,609,253	8,737,336	43,346,589	43,420,333

School District No. 47 (qathet)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2024

	<u>2024 Amended Annual Budget</u>	<u>2024 Annual Budget</u>
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education and Child Care	5,639,158	5,197,323
Other Revenue	877,500	877,500
Total Revenue	<u>6,516,658</u>	<u>6,074,823</u>
Expenses		
Instruction	6,249,847	5,853,528
District Administration	100,547	98,342
Operations and Maintenance	166,264	122,953
Total Expense	<u>6,516,658</u>	<u>6,074,823</u>
Budgeted Surplus (Deficit), for the year	<u>-</u>	<u>-</u>

School District No. 47 (qathet)

Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2024

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$		\$	\$	\$
Deferred Revenue, beginning of year			63,840	477,591			798	7,735	
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	122,953	153,294			128,000	14,700	241,980	225,426	131,811
Other			27,500	850,000					
	122,953	153,294	27,500	850,000	128,000	14,700	241,980	225,426	131,811
Less: Allocated to Revenue	122,953	153,294	27,500	850,000	128,000	14,700	242,778	233,161	131,811
Deferred Revenue, end of year	-	-	63,840	477,591	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	122,953	153,294			128,000	14,700	242,778	233,161	131,811
Other Revenue			27,500	850,000					
	122,953	153,294	27,500	850,000	128,000	14,700	242,778	233,161	131,811
Expenses									
Salaries									
Teachers							140,817		7,000
Principals and Vice Principals									
Educational Assistants		136,870					40,000		
Support Staff					91,400			160,000	40,737
Other Professionals									
Substitutes								15,000	72,000
	-	136,870	-	-	91,400	-	180,817	175,000	119,737
Employee Benefits		16,424			21,600		36,163	35,000	2,574
Services and Supplies	122,953		27,500	850,000	15,000	14,700	25,798	23,161	9,500
	122,953	153,294	27,500	850,000	128,000	14,700	242,778	233,161	131,811
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (qathet)

Amended Annual Budget - Changes in Special Purpose Funds
Year Ended June 30, 2024

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	Mental Health in Schools	Changing Results for Young Children	Seamless Day Kindergarten	Student & Family Affordability	JUST B4	SEY2KT (Early Years to Kindergarten)	ECL Early Care & Learning
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year						52,811			
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	1,996,181	417,879	55,000	6,000	55,400		25,000	19,000	175,000
Other									
	1,996,181	417,879	55,000	6,000	55,400	-	25,000	19,000	175,000
Less: Allocated to Revenue	1,996,181	417,879	55,000	6,000	55,400	52,811	25,000	19,000	175,000
Deferred Revenue, end of year	-	-	-	-	-	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	1,996,181	417,879	55,000	6,000	55,400	52,811	25,000	19,000	175,000
Other Revenue									
	1,996,181	417,879	55,000	6,000	55,400	52,811	25,000	19,000	175,000
Expenses									
Salaries									
Teachers	1,609,823	309,353							
Principals and Vice Principals									144,000
Educational Assistants		41,657							
Support Staff					40,323		20,089		
Other Professionals									
Substitutes			18,000		2,900				
	1,609,823	351,010	18,000	-	43,223	-	20,089	-	144,000
Employee Benefits	386,358	66,869	2,000		9,677		2,411		31,000
Services and Supplies			35,000	6,000	2,500	52,811	2,500	19,000	
	1,996,181	417,879	55,000	6,000	55,400	52,811	25,000	19,000	175,000
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 47 (qathet)

Amended Annual Budget - Changes in Special Purpose Funds
 Year Ended June 30, 2024

	Feeding Futures Fund	Outditory Outreach Program	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year			602,775
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care	417,806	1,392,384	5,577,814
Other			877,500
	<u>417,806</u>	<u>1,392,384</u>	<u>6,455,314</u>
Less: Allocated to Revenue	417,806	1,392,384	6,516,658
Deferred Revenue, end of year	<u>-</u>	<u>-</u>	<u>541,431</u>
Revenues			
Provincial Grants - Ministry of Education and Child Care	417,806	1,392,384	5,639,158
Other Revenue			877,500
	<u>417,806</u>	<u>1,392,384</u>	<u>6,516,658</u>
Expenses			
Salaries			
Teachers		19,844	2,086,837
Principals and Vice Principals		93,750	237,750
Educational Assistants	47,082		265,609
Support Staff	14,400	118,300	485,249
Other Professionals		294,995	294,995
Substitutes			107,900
	<u>61,482</u>	<u>526,889</u>	<u>3,478,340</u>
Employee Benefits	15,227	93,795	719,098
Services and Supplies	341,097	771,700	2,319,220
	<u>417,806</u>	<u>1,392,384</u>	<u>6,516,658</u>
Net Revenue (Expense)	<u>-</u>	<u>-</u>	<u>-</u>

School District No. 47 (qathet)

Amended Annual Budget - Capital Revenue and Expense
 Year Ended June 30, 2024

	2024 Amended Annual Budget			2024 Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Investment Income		22,500	22,500	10,000
Amortization of Deferred Capital Revenue	1,706,519		1,706,519	1,721,866
Total Revenue	1,706,519	22,500	1,729,019	1,731,866
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	1,955,551		1,955,551	1,917,446
Transportation and Housing	91,676		91,676	112,657
Total Expense	2,047,227	-	2,047,227	2,030,103
Net Revenue (Expense)	(340,708)	22,500	(318,208)	(298,237)
Net Transfers (to) from other funds				
Total Net Transfers	-	-	-	-
Other Adjustments to Fund Balances				
Total Other Adjustments to Fund Balances	-	-	-	
Budgeted Surplus (Deficit), for the year	(340,708)	22,500	(318,208)	(298,237)

qathet School District

4351 Ontario Avenue Powell River, BC V8A 1V3 Canada

sd47.bc.ca • 604 485 6271



January 12, 2024

Ministry of Education and Child Care
Minor Capital Projects, Programs & Finance Unit
Attn: Nathan Whipp, Planning Officer
Via email to: Nathan.Whipp@gov.bc.ca

Dear Mr. Whipp,

Re: 2034/2024 Emergent School Bus Funding Request

I am writing to bring to your attention a critical matter concerning qathet School District's urgent need for Emergency School Bus Replacement funding.

We recently experienced a catastrophic engine failure on our A1470 2013 Type D 'Pusher' School Bus, leaving us with a significant gap in our transportation capabilities. Unfortunately, our spare bus, currently in use on a part-time basis for a posted route, is facing pre-existing maintenance issues, rendering it unreliable for consistent operation. This predicament places us at an increased risk of having to cancel transportation-eligible student curricular bus routes.

In light of this situation, we are seeking your assistance in securing the necessary funding to expedite the replacement of the affected school bus. This funding is crucial for maintaining the reliability and safety of our fleet, ensuring the uninterrupted provision of transportation services for our students.

If you require any additional information or wish to discuss further details regarding this funding application, please feel free to reach out to me directly or contact our Director of Operations, Jared Formosa, at 604-414-2631 or jared.formosa@sd47.bc.ca.

Your consideration of this request is greatly appreciated, as it directly impacts the well-being and educational experience of our students. We look forward to your support in addressing this pressing issue.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Hopkins", is written over a light blue horizontal line.

Steve Hopkins
Secretary-Treasurer

Cc: Jared Formosa, Director of Operations



Responding to Allegations of Sexual Assault, Abuse, Violence, Bullying, Harassment and Supporting Students

The qathet School District is committed to cultivating a safe, respectful, inclusive, and responsive learning community. The duty of care for our students and staff is our primary priority and the foundation for the safe and secure learning environments we strive to provide to our learning community. There is no tolerance for sexual harassment or assault within the district.

Safety concerns raised by students, parents, staff and community are treated very seriously. We allocate the resources and collaborate with our community and provincial partners to address concerns through a trauma-informed lens while adhering to legal and statutory regulations.

All incidents disclosed to school district staff, including Principals and Vice-Principals, are treated seriously with the safety of students as our top priority. School district staff are expected to respond to disclosures in a non-judgmental and supportive way. When incidents, including those that allegedly involve sexual assault, are brought forward to school district staff, the nature and context of the disclosed incident dictates the next steps of any investigation. We also consider whether the disclosure engages the jurisdiction of another entity such as the Ministry of Child and Family Development or law enforcement.

All members of our school community are bound by our District Policies/ Administrative Procedures and our Student Codes of Conduct. As a school district, our work is defined by the scope of the School Act, the Youth Criminal Justice Act (ages 12-17), and the Criminal Code.

District investigations must not impede or interfere with criminal investigations and at the same time, we must uphold our legal duty to protect the safety and welfare of students. We must also protect the privacy of persons involved in allegations or investigation; **therefore, we are unable to comment on criminal investigations or share disciplinary outcomes.**

Any act of abuse, bullying, harassment, and/or violence goes against the Student Code of Conduct in place at each school. These topics are also covered in several District policies:

- AP 170 – Harassment and Bullying
- AP 175 – Safety: Violence in the Workplace for District Employees / Violence Protocol
- AP 176 – Sexual Orientation / Gender Identity
- AP 206 – Sexual Health Education
- AP 311 – Safe Schools
- AP 325 – Child Abuse Investigations in Schools
 - Trilateral Protocol Agreement responding to child abuse and neglect
- AP 350 – Student Conduct / Codes of Conduct
- AP 355 – Student Discipline

These administrative procedures can be found at <https://www.sd47.bc.ca/page/87/administrative-procedures>.

Beyond our policies, administrative procedures and codes of conduct, we are committed to:

- Providing a Sexual Health Coordinator to support the delivery of the Physical Health and Education curriculum, including comprehensive consent education.
- Collaborating with parents/guardians through the District Parent Advisory Council (DPAC) including ongoing dialogues, where the Superintendent actively participates in sharing information and answering questions.
- Providing a Safe Schools Coordinator, to work alongside Principals, Vice Principals, school counsellors, and community wraparound supports, focused on safety and providing trauma-informed assistance to students and families.
- Ongoing education to Principals and Vice Principals on trauma-informed practices and education, including responding to sexual assault allegations.
- Ensuring staff review current policies governing student behaviour and school safety, focusing on responding to all forms of violence including sexual assault allegations.
- Engaging with community partners and subject matter experts to ensure a comprehensive approach to addressing sexual violence that encompasses community support.
- Promoting and building student awareness of the [ERASE Reporting Tool](#), a secure, anonymous and confidential tool for students to message the school district's Safe Schools Coordinator, who follows up that day. Further resources for students, parents, and educators related to student/ school safety, sexual orientation and gender identity, gender based violence, racism, mental health, and substance use are available on the [erase website](#).
- Ongoing promotion of parent resources and learning sessions designed for families.
- Rapidly responding to 'Worrisome Online Behavior Reports' to ensure students are connected to appropriate school and community supports and services.
- Providing learning opportunities for students and staff with a focus on safety (Safe Teen, White Hatter Presentation, Digital Literacy).
- An annual Grade 7 Wellness Conference designed to bring all students entering grade 8 together to engage in learning sessions on the topics of mental health, sexual health, physical health and substance use.
- Implementation of Integrated Child and Youth Team to provide additional wrap around support for children and youth within the community.
- Development and implementation of J.E.D.I (Justice, Equity Diversity and Inclusion) Committee.

HARASSMENT AND BULLYING

Background

The District affirms the right of all members of the school community, including employees, students, parents, and volunteers to work, learn, and consult in environments free from harassment and bullying in accordance with WorkSafeBC Occupational Health and Safety Regulations. To this end, the District is committed to minimizing the risk associated with harassment and bullying, by providing healthful school environments in which fairness and respect are both taught and modeled.

Harassment and Bullying includes:

- Any inappropriate conduct or comment directed toward a person that the person knew or reasonably ought to have known would cause that person to be humiliated or intimidated.
- A course of conduct directed at a specific person that causes substantial emotional distress in such person and serves no legitimate purpose.
- Any unwelcome sexual comment, suggestion, gesture, or physical contact causing an uncomfortable working or learning environment for the recipient.
- Any sexual advance made by a person in authority that includes or implies a threat, or includes a reprisal made after the sexual advance is rejected.

Harassment and Bullying is aberrant behavior, which does not include:

- Routine supervision or performance evaluation.
- Requests or directives reasonably related to job function.
- Apparent lack of friendliness or grumpy responses.
- Legitimate denial of requests.
- Normal social interaction including the standard give-and-take inherent in such interactions between employees or between the employer and employees.
- Discussions which become heated even if they cause embarrassment to one of the parties.
- Other routine day-to-day interactions.

Pursuant to this Administrative Procedure, the District requires employees and encourages other members of the school community to be proactive in maintaining a harassment and bullying-free environment.

It is the responsibility of any employee or other member of the school community who believes herself or himself to be the object of harassment or bullying, or who is aware of the harassment or bullying of others, to take steps to report the perceived problem.

No employee or other member of the school community shall be subject to reprisal or threat of reprisal, because of acting appropriately in accordance with the provisions of this Administrative Procedure.

Employees have a duty to not engage in harassment or bullying.

The preceding notwithstanding, false, or malicious complaints, accusations, or actions, are in themselves forms of harassment or bullying and, as such, will not be tolerated by the District. Employees causing or contributing to this or any other form of harassment or bullying, may be subject to disciplinary and/or legal proceedings.

Definitions

Bullying Behaviour: A pattern of repeated aggressive behaviour, with negative intent, directed from one person to another, where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

Cyberbullying: Bullying behaviour, which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Discrimination: Refers to publishing, issuing, or displaying – or causing to be published, issued, or displayed – any statement, publication, notice, sign, symbol, emblem, or other representation that indicate discrimination or an intention to discriminate against a person or a group or class of persons, or is likely to expose a person or group or class of persons to hatred or contempt because of any of the grounds listed above. It also refers to behaviour that denies a person a service customarily available to the public or to discriminate against a person or class of persons regarding a service customarily available to the public.

Harassment: Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.

Intimidation: The act of instilling fear in someone as a means of controlling that person.

For example, any of the following behaviours could be considered intimidation:

- Verbal threats; threatening phone calls, threats of violence against a person or property.
- Physical threats; showing a weapon, jostling, threatening to punch, stalking or following.
- Defacing or stealing victim's property.
- Daring or coercing victim to do something dangerous or illegal.
- Extortion (demanding payment or goods for a victim's safety).
- Inciting hatred toward a victim.
- Setting up a victim to take the blame for an offence.

Sexual Violence: Any non-consensual, unwanted actual, attempted, or threatened act or behaviour, that is carried out through sexual means or by targeting a person's sex, sexuality, gender identity, or gender expression. This act or behaviour may or may not involve physical contact. Sexualized violence includes all forms of sexual misconduct, including but not limited to sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, sexual exploitation, and the distribution of sexually explicit photographs or video of a person without the consent of the person in the photograph or video.

Procedures

1. Complaints involving harassment or bullying will be dealt with as follows. The complainant will:
 - 1.1. If they are a Union member employee, consider, throughout this Administrative Procedure, seeking counsel through the Union, through the Employee and Family Assistance Plan, or both.
 - 1.2. If they consider the issue to be minor in nature, or one that may be easily addressed, attempt to resolve the issue informally, quickly, and discreetly before involving a third party.
 - 1.3. If the issue is not considered minor in nature, or the employee is uncomfortable addressing the person who they believe is harassing or bullying, then they will report the incident or complaint, either verbally or in writing. When submitting a written complaint, please use the Workplace Bullying and Harassment Reporting Form 170-1. When reporting verbally, the reporting contact, along with the complainant, will fill out the Workplace Bullying and Harassment Reporting Form 170-1.
 - 1.4. Identification of harassment or bullying is the responsibility of all District employees. Once the complaint is reported, the site Supervisor/Principal will investigate the situation following the workplace bullying and harassment investigation procedures and fill out the Bullying & Harassment Investigation Form 170-2.
 - 1.5. Upon identification of harassment or bullying, the District will ensure that an investigation into the allegations is completed.
 - 1.6. The results of the investigation will be reported to the Director of Human Resources as well as to the Supervisor/Principal.

- 1.7. Incidents or complaints are to be reported as soon as possible after experiencing or witnessing an incident. This allows the incident to be investigated and addressed promptly.
 - 1.8. Report any incidents or complaints to the Supervisor, Director of Human Resources, or other person assigned to handle complaints.
 - 1.9. If the employer, the complainant's Supervisor, or the reporting contact is the person engaging in bullying and harassing behavior, contact the Superintendent.
 - 1.10. Attach any supporting documents, such as emails, handwritten notes, or photographs. Physical evidence, such as vandalized personal belongings, can also be submitted.
 - 1.11. If a satisfactory resolution cannot be reached, an employee may file a grievance or appeal the matter to the Board.
2. Procedures for Students
- 2.1. Each school will:
 - 2.1.1. Offer instruction on the nature of harassment and bullying in accordance with authorized Ministry of Education or locally developed curricula.
 - 2.1.2. Establish procedures for students to follow whenever they are harassed or bullied. This applies to students while they are:
 - 2.1.2.1. Attending school.
 - 2.1.2.2. On the way to and from school.
 - 2.1.2.3. In transit to and from school.
 - 2.1.2.4. Attending a school function, regardless of location.
 - 2.2. Such procedures shall be communicated to students and their parents and will offer a means for:
 - 2.2.1. Resolving issues through peer or staff mediation.
 - 2.2.2. Registering a complaint with a School Administrator.
 - 2.2.3. Being apprised of rights.
 - 2.2.4. Attending a hearing.
 - 2.2.5. Accessing the assistance of an advocate.
 - 2.2.6. Appealing to the Superintendent.
 - 2.2.7. Appealing to the Board.
 - 2.3. This Administrative Procedure will be distributed annually after review and will be incorporated into the new worker orientation.

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

Adopted: February 22, 1989

Reviewed: February 12, 2020

Revised: May 18, 2022

SAFETY: VIOLENCE IN THE WORKPLACE FOR DISTRICT EMPLOYEES / VIOLENCE PROTOCOL

Background

The District is committed to providing and maintaining a safe environment for its employees. This includes but is not limited to its responsibility to provide appropriate services and support to those employees within the system whose behaviors may threaten injury or cause injury to employees of the District.

The District believes that it is the responsibility of all employees, including administrators, to identify situations of risk so that appropriate planning for prevention, intervention and follow-up can be put in place.

The District's Safety Committee is to ensure that the procedures established under this Administrative Procedure apply to all operations within the District. This Committee will provide ongoing reports to the Superintendent.

All District employees have a right to work in an environment free from intimidation, threats or acts of violence. The Superintendent will develop procedures and guidelines in accordance with WCB Occupational Health and Safety Regulations to help minimize the risk associated with workplace violence.

Definition

Workplace violence

The attempted or actual exercise by any person of any physical force to cause injury to a worker, including any threatening statement or behaviors which gives a worker reasonable cause to believe that the worker is at risk of injury.

Procedures

1. Risks Identification
 - 1.1. Identification of situations of risk of violence is the responsibility of all District employees. They are to be immediately reported to the site Supervisor/Principal who will report the situation(s) to the Superintendent.
 - 1.2. Upon identification of risk, each site supervisor will ensure that a risk assessment and plan, specific to that workplace, has been formulated. The document will include the consideration of:

- 1.2.1. Previous experience in that place of employment.
 - 1.2.2. Occupational experience in similar places of employment.
 - 1.2.3. The location and circumstances in which work will take place.
 - 1.3. The results of the Risk Assessment will be reported to the District Safety Committee as well as to the Supervisor/Principal. If an urgent need for action is required, the Secretary-Treasurer will take all necessary steps to immediately reduce the risk.
2. Action Plan: Situation of Risk of Violence
- 2.1. Employees working with students with diverse needs are also to refer to **Administrative Procedure 354 – Physical Restraint and Seclusion of Students.**
 - 2.2. In the case of risks involving students with -diverse needs the site supervisor will inform the school-based team. The school-based team will review the incident and adjust the I.E.P. and/or safety plan accordingly.
 - 2.3. Once a risk has been identified, an action plan will be developed as soon as practical by a committee under the direction of the site Supervisor/Principal. Committee members will include:
 - 2.3.1. Site Supervisor/Principal.
 - 2.3.2. Employee at risk.
 - 2.3.3. Support person for employee (employee at risk to designate).
 - 2.3.4. Appropriate resource personnel as required.
 - 2.4. The Action Plan will include but not be limited to the following:
 - 2.4.1. Name(s) of person(s) creating the risk.
 - 2.4.2. Name(s) of person(s) directly at risk.
 - 2.4.3. A description of the behavior which is creating a risk.
 - 2.4.4. A description of the expected behavior.
 - 2.4.5. Efforts in the past, if any, to change behavior of the person(s) creating the risk.
 - 2.4.6. Procedures/strategies to effect desired behavior and to eliminate or minimize risk to workers.
 - 2.4.7. At risk personnel to be notified and provided with information related to the risk of violence from persons who have a history of violent behavior and with whom such personnel are likely to encounter in the course of their work.
 - 2.5. Principals/Supervisors are responsible for filing all Action Plans at the work site with a copy forwarded to the District Safety Committee. The Committee will review the Action Plan and forward to the Secretary-Treasurer with its recommendations for implementation.
 - 2.6. The Secretary-Treasurer is responsible for ensuring the Action Plans are implemented and that sources of financial support are identified, if needed to implement an Action Plan.

Administrative Procedure 175



3. Informing Staff of Identified Risks

- 3.1. Where employees are at risk as a result of a reported incident, the Principal/Supervisor shall meet with affected staff to apprise them of the situation and to discuss:
 - 3.1.1. Identity of person(s) who may display violent behaviors (also see clause 2.3).
 - 3.1.2. Current action plans.
 - 3.1.3. Reporting procedures.

4. Dealing with an Emergency

- 4.1. When an incident involving violence occurs, the first action of employees will be to secure the safety of students, themselves, and other staff.
- 4.2. In the event of a sudden potentially high-risk violent incident by a child or youth (not including students with an I.E.P.) occurring, the "Local Violent Intervention Protocol" for students will be initiated (see **Administrative Procedure 175 Appendix**).
- 4.3. Employees shall use whatever means necessary to remove themselves from or to defuse the situation and shall then call for assistance using their best judgment, balancing the severity of the incident with the most appropriate response. Assistance may be obtained from:
 - 4.3.1. Immediate Supervisor.
 - 4.3.2. District staff.
 - 4.3.3. Other employees.
 - 4.3.4. Community agencies, such as: R.C.M.P., ambulance, fire department.
- 4.4. As soon as practical after an incident of violence, the Principal/Supervisor will complete a "Violent Incident Report" (Form 175-1) of the incident for filing with the District Safety Committee.
- 4.5. Any worker who reports an injury or adverse symptom resulting from an incident of violence will be advised to consult a physician of the worker's choice - for treatment or referral and will complete an "Employee Incident/Injury Report" (Form 165-1) within 48 hours.
- 4.6. The Principal/Supervisor will arrange for a critical incident debriefing session for those directly involved and for those who express a need.

5. Employee Education

- 5.1. These workplace violence prevention procedures shall be included in new employee orientations and shall be discussed once each year by all employee groups under direction of the Supervisor/Principals.

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

Adopted: March 1997

Reviewed: January 27, 2010

Revised: May 18, 2022

SEXUAL HEALTH EDUCATION

Background

The District is committed to ensuring that students receive high quality, developmentally appropriate, and comprehensive sexual health education.

Sexual health education is an established component of the school health curriculum in B.C.

The District recognizes that effective school based sexual health education must have a strong foundation that includes the following principles:

- Accessible to all.
- Comprehensive in scope.
- Reflective of current best practice.
- Supported by District and Community.

Procedures

1. Sexual Health Education is accessible to all students within the District
 - 1.1 All students are entitled to sexual health education that:
 - 1.1.1. Is appropriate to their age and level of development.
 - 1.1.2. Considers and respects the diversity of individuals and their families.
 - 1.1.3. Is available in within a safe and supportive school environment.
 - 1.1.4. Recognizes varied abilities and learning styles of students.
 - 1.2 Families who choose alternate ways for their child(ren) to meet the learning outcomes are to be informed of their responsibilities and are to communicate with school administration regarding plans for alternative delivery.
2. Sexual Health Education in District schools is comprehensive in content and reflective of best practice
 - 2.1. The content of sexual health education curriculum:
 - 2.1.1. Reflects provincial learning outcomes.

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- 2.1.2. Reflects current and accurate knowledge.
 - 2.1.3. Includes relevant topics such as (but not limited to):
 - 2.1.3.1. Basic anatomy and physiology, health, hygiene, and safety.
 - 2.1.3.2. Developmental changes of puberty.
 - 2.1.3.3. Reproduction and conception, effective contraception, prevention of STI/HIV.
 - 2.1.3.4. Healthy relationships, setting personal boundaries and limits, sexual orientation, communication, media influences.
 - 2.1.3.5. Accessing information, and family and community resource.
 - 2.1.3.6. Prevention of abuse and exploitation.
 - 2.1.3.7. Encourages safe decision-making, healthy behaviour, and critical thinking.
 - 3. Sexual Health Education is supported and promoted by District Administration and the school community.
 - 3.1. District Administration and/or the school community ensure that:
 - 3.1.1. Relevant, up-to-date, and comprehensive resources that reflect the District guidelines are available and supported.
 - 3.1.2. Administrators support the planning and delivery of sexual health education.
 - 3.1.3. Parents are informed of the content of their child or teen’s sexual health education program
 - 3.1.4. Community health professionals, including sexual health presenters, enhance but do not replace, the school’s sexual health education curriculum.
 - 3.1.5. Guest presenters and resources conform to the District procedures, and guidelines.

4. Sexual Health Education in the District is regularly reviewed and evaluated.
 - 4.1. The District and schools evaluate their programs and approaches on a regular basis to:
 - 4.1.1. Ascertain whether educational outcomes are being met.
 - 4.1.2. Ensure that content is up to date and relevant.
 - 4.1.3. Provide information to revise programs, resource materials, training and standards and guidelines

Reference: Sections 7, 8, 17, 20, 22, 65, 76, 85 *School Act*
Civil Rights Protection Act
Human Rights Code
Canadian Charter of Rights and Freedoms
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)

Adopted: September 28, 1988
Reviewed: January 1997
Revised: May 18, 2022

SAFE SCHOOLS

Background

The District is committed to fostering school environments, which are:

- Orderly and purposeful.
- Non-violent.
- Free of physical and psychological harm.
- Respectful and sensitive to diversity.

In such environments, students are encouraged to accept personal responsibility to develop the self-discipline, and social skills necessary to progress academically, and to act in ways that respect the needs, feelings, backgrounds, and rights of all others.

Definitions

Bullying Behaviour: A pattern of aggressive behaviour, with negative intent, directed from one person to another, where there is a power imbalance. Bullying behaviour is a type of harassment and intimidation. This aggressive behaviour includes physical or verbal behaviour and is an intentional and purposeful act meant to inflict injury or discomfort on the other person.

Cyberbullying: Bullying behaviour, which is carried out through an internet service such as email, chat room, blog, discussion group or instant messaging. It can also include bullying through mobile phone technologies and new internet technologies in the future.

Discrimination: Refers to publishing, issuing, or displaying – or causing to be published, issued, or displayed – any statement, publication, notice, sign, symbol, emblem, or other representation that indicate discrimination or an intention to discriminate against a person or a group or class of persons, or is likely to expose a person or group or class of persons to hatred or contempt. It also refers to behaviour that denies a person a service customarily available to the public or to discriminate against a person or class of persons regarding a service customarily available to the public.

Harassment: Any unwelcome or unwanted act or comment that is hurtful, degrading, humiliating, or offensive to another person is an act of harassment. Of particular concern is such behaviour that persists after the aggressor has been asked to stop.

Intimidation: The act of instilling fear in someone as a means of controlling that person. For example, any of the following behaviours could be considered intimidation:

- Verbal threats; threatening phone calls, threats of violence against a person or property;
- physical threats; showing a weapon, jostling, threatening to punch, stalking, or following;
- defacing or stealing victim's property;
- daring or coercing victim to do something dangerous or illegal;
- extortion (demanding payment or goods for a victim's safety);
- inciting hatred toward a victim;
- setting up a victim to take the blame for an offence.

Sexual Violence: Any non-consensual, unwanted actual, attempted, or threatened act or behaviour, that is carried out through sexual means or by targeting a person's sex, sexuality, gender identity, or gender expression. This act or behaviour may or may not involve physical contact. Sexualized violence includes all forms of sexual misconduct, including but not limited to sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, sexual exploitation, and the distribution of sexually explicit photographs or video of a person without the consent of the person in the photograph or video.

Procedures

1. All school staff shall:
 - 1.1. Support and encourage programs and services which teach behavior and social skills through effective curricula, programs, and services.
 - 1.2. Support positive school discipline rules, procedures and programs that teach students to act responsibly.
 - 1.3. Respond to threats, intimidation, or violent acts on school property, at school events, or in transit to and from school.
 - 1.4. Set standards, which demonstrate to students that acts of violence will not be tolerated and will result in serious consequences.
2. The District will work collaboratively with the police and other partners responsible for the development and maintenance of a peaceful society. Parents, staff, students, social, and law-enforcement agencies, municipalities, community organizations, and staff organizations will be invited to help maintain safe schools.
3. The District expects that all individuals - adults and students - will treat each other with respect and courtesy and conduct themselves in a manner that will promote safety and security for all within the District.
4. The District considers acts, which cause distress to another individual as being inappropriate, and expects schools to investigate these situations. Such actions shall include threats, and other verbal aggression such as name-calling, discrimination, intimidation, physical aggression, and sexual violence. This applies to students while they are:

Administrative Procedure 311



- 4.1. Attending school.
 - 4.2. In transit to and from school.
 - 4.3. Attending a school function, regardless of location.
5. In seeking to provide school environments which are conducive to learning, and which help to ensure the health and safety of students, the District expects all significant incidents threatening safety and security, will be dealt with expediently. The following procedures shall apply:
- 5.1. A student who is threatened, intimidated, verbally, or physically, or sexually assaulted will be encouraged to notify a teacher or the Principal.
 - 5.2. Students/adults who become aware of situations, which have threatened or may threaten the safety and security of a student/adult, should report the circumstances to a teacher, supervisor, or Principal at the school.
 - 5.3. A written record of all significant safety/security incidents shall be maintained by the school.
 - 5.4. School Administrators have the authority to suspend students who threaten the safety/well-being of others within the school community.
 - 5.5. Serious infractions and those resulting in suspensions of ten days or more may be dealt with, proactively where possible, by the District Review Committee.

Reference: Section 6, 17, 20, 22, 65, 85 *School Act*
School Regulation 265/89
Collective Agreement

Adopted: February 9, 1999
Reviewed: February 12, 2020
Revised: May 18, 2022

CHILD ABUSE INVESTIGATIONS IN SCHOOLS

Background

The District recognizes its responsibility for the well-being of all students in its charge and to that end requires its employees, during their duties, to respond to suspected cases of child abuse in accordance with the procedures which follow.

The District expects that all reports and records of reports shall be dealt with in a highly confidential manner.

Procedures

1. Legal Requirement
 - 1.1. District personnel who have reasonable grounds for believing a child under 19 years to need protection shall, notwithstanding any claim of confidentiality or privilege claimed through a profession or occupation, except that between solicitor and client, immediately report their suspicions to a social worker in the district office of the Ministry of Children and Family Development or to a social worker receiving reports through the Provincial Centralized Screening 1-800-663-9122.
2. When a District employee believes that a student has been physically or sexually abused or neglected (such that his or her safety is endangered) these procedures shall be followed:
 - 2.1. District personnel who make a report to the Ministry of Children and Family Development regarding the protection of a child shall immediately inform the child's Principal.
 - 2.2. Although investigation will be initiated by the Ministry of Children and Family Development, principals may be asked to assist and are required to allow the investigating social worker and the police, if necessary, to interview the child in the school. The nature of this interview is to be determined following consultation among relevant agency personnel. Principals or other staff need not be present at such an interview.
 - 2.3. Responsibility for contact with the parents of the child who is allegedly in need of protection rests with the investigating social worker.
 - 2.4. The Principal will provide appropriate follow-up information to an employee who makes a report.
3. When a District employee believes that a student has been physically or sexually abused by another District employee, these procedures shall be followed:
 - 3.1. District personnel who make a report to the Ministry of Children and Family Development regarding the protection of a child from physical or sexual abuse by a District employee shall immediately thereafter report the circumstances to the Superintendent.

- 3.2. The Superintendent shall consult with the child's Principal, except where the Principal is the suspected abuser.
 - 3.3. The Superintendent will immediately initiate an investigation with respect to the employee, act as required and inform the Ministry of Children and Family Development of actions taken.
 - 3.4. It is the responsibility of the Superintendent to consult with the police and the Ministry of Children and Family Development to agree on a joint strategy to conduct interviews necessary to determine whether there are grounds for further investigation.
 - 3.5. If the preliminary investigation indicates that the report is unfounded, no further action is required.
 - 3.6. If the need for further investigation is indicated, the Superintendent will meet representatives of the Ministry of Children and Family Development and the R.C.M.P. to agree upon a plan of action.
 - 3.7. The plan will indicate whether further investigation will be undertaken jointly by the social worker, the police officer, and the Superintendent, or independently by the social worker or the police officer, or by the police officer and the Superintendent.
 - 3.8. The Superintendent will obtain from the social worker and/or the police officer a report of the status/progress of the investigation.
 - 3.9. When a District employee is suspected of child abuse, all interviews by R.C.M.P. and the Ministry of Children and Family Development with respect to the case, will take place away from the school.
4. This is Protocol of R.C.M.P. and the District, to be used as an outline when dealing with police/school employees, or as the case may be.
 - 4.1. Reporting

The Inter-Ministry Child Abuse and Neglect Handbook outlines very well each department's procedures and responsibilities, as well as definitions to be aware of.

 - 4.1.1. There are, for the most part, four areas that police will be called upon to attend at the school:
 - 4.1.1.1. Nuisance cases - e.g., loitering, squealing tires, etc.
 - 4.1.1.2. Property cases - e.g., theft, damage.
 - 4.1.1.3. Alcohol/Drug cases - e.g., use, trafficking.
 - 4.1.1.4. Personal cases - e.g., neglect, abuse.
 - 4.2. Employees
 - 4.2.1. Employees must not initiate child abuse investigations on their own or to interview victims, or question suspects, other than to get the brief facts of the case.
 - 4.2.2. Employees are encouraged not to get involved further than necessary, other

than to provide safety, and security, for students and staff.

4.2.3. Employees must report incidents of suspected child abuse to Ministry of Children and Family Development, and this report will be treated as confidential.

4.3. R.C.M.P.

4.3.1. Will respond to, investigate and take necessary action in all cases.

4.4. Investigations

4.4.1. R.C.M.P. will provide the reporting employee with case number and will advise of information as to progress of the case, if offender was apprehended and when the case is closed. The Principal will allow R.C.M.P. to interview the child at the school if it is apparently necessary.

4.5. Sexual Abuse Cases

4.5.1. It will be understood that sexual abuse cases will be treated with the most amount of care and confidentiality due to the stigma involved for both the victim and the alleged offender.

4.5.2. Furthermore, confidentiality is paramount if the suspect is a District employee. This type of case is to be termed high profile and is to be reported and investigated in a joint manner with the District and the R.C.M.P.

4.5.2.1. When a District employee is suspected of sexual assault on a student, or students, the victims (students) are not to be interviewed at the school.

4.5.2.2. When a conflict arises during any part of an investigation relating to school property or employees, it is advised that the Superintendent and the R.C.M.P. be made aware of it so that they can come to a formal decision to resolve this impasse.

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

Adopted: September 1986

Revised: September 12, 1989; May 18, 2022



**TRILATERAL PROTOCOL AGREEMENT
RESPONDING TO CHILD ABUSE AND NEGLECT**

BETWEEN:

Ministry of Children and Family Development, Powell River

AND

Board of School Trustees, School District N. 47, Powell River

AND

Royal Canadian Mounted Police, Powell River

August, 2010



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I. Statement of Purpose

The purpose of the protocol is to clarify the roles of the Parties in three areas .

- reporting suspected child abuse and neglect
- investigating suspected child abuse and neglect
- information sharing

This protocol

- serves as an adjunct to *The B.C. Handbook for Action on Child Abuse and Neglect* (1998) and *The B.C. Handbook for Action on Child Abuse and Neglect – For Service Providers* (2007)
- is intended to enhance collaborative work practices of the Parties
- is consistent with relevant legislation including

Federal statutes

- *Access to Information Act*
- *Criminal Code*
- *Privacy Act*
- *RCMP Act*
- *Young Offenders Act (YOA)*

Provincial statutes

- *Child, Family and Community Service Act (CFCSA)*
- *Freedom of Information and Protection of Privacy Act (FOIPPA)*
- *Infants Act*
- *Police Act*
- *School Act*
- *Teaching Profession Act*
- *Victims of Crime Act*

II. Principles

These principles are based on the “Guiding Principles” of the CFCSA, as set out in section 2 of the Act, and the general principles outlined in the Handbook.

- The safety and well-being of children are paramount considerations
- Children are entitled to protection from abuse, neglect, harm and the threat of harm
- Reporting of abuse and neglect needs to be done promptly
- Responses to reports of abuse and neglect need to occur promptly
- Responses to reports of child abuse and neglect should be sensitive to the needs and the cultural, racial and religious heritage of the children and families involved
- Children with disabilities and very young children may not be able to protect themselves, and are particularly dependent on adults for their safety and well-being
- All parties working with children are in a position of trust, and their conduct should reflect this trust
- Collaboration is an effective way to promote the best interests of children
- When sharing information for the safety and well-being of children, the information disclosed should only be used for those purposes, in accordance with applicable legislation, but not for other purposes

III. Definitions

The following definitions are derived from relevant legislation or the Handbooks.

“child protection social worker” is a person who has been delegated with any or all of the relevant powers, duties or functions of a director under the CFCSA.

“emotional abuse” may range from ignoring to habitually humiliating the child to withholding life-sustaining nurturing. Generally it involves acts or omissions by those in contact with a child that are likely to have serious, negative emotional impacts. It includes the emotional harm caused by witnessing domestic violence. It can include a pattern of scapegoating, rejection, verbal attacks, threats, insults, and humiliation.

“emotional harm” can result when emotional abuse is chronic and persistent. Under the CFCSA a child is defined as emotionally harmed if they demonstrate severe anxiety, depression, withdrawal, or self-destructive or aggressive behavior.

“neglect” is failure to provide for a child’s basic needs. It involves an act of omission by the parent or guardian, resulting in (or likely to result in) harm to the child. It may include failure to provide food,

shelter, basic health care, supervision or protection from risks, to the extent that the child's physical health, development or safety is, or is likely to be, harmed.

“parent” means

(a) for the purpose of the CFCSA

- the mother of a child
- the father of a child
- a person to whom custody of a child has been granted by a court of competent jurisdiction or by an agreement, or
- a person with whom a child resides and who stands in place of the child's mother or father but does not include a caregiver or director.

(b) for the purpose of the *School Act*

- a guardian of the person of the student or child,
- the person legally entitled to custody of the student or child, or
- the person who usually has the care and control of the student or child.

“physical abuse” is a deliberate physical assault or action by a person that results in, or is likely to result in, physical harm to a child. It includes the use of unreasonable force to discipline a child or prevent a child from harming him/herself or others. The injuries sustained may vary in severity and range from minor bruising, burns, welts or bite marks to major fractures of the bones or skull to, in the most extreme situations, death.

“police” are defined in the *Police Act* to include the RCMP, independent municipal police and those established under section 4.1 as designated policing units, such as First Nations administered police services.

“principal” means a principal of a school in the school district appointed by the board of school trustees under the *School Act* and includes a vice principal.

“school district” means a school district created or constituted under the *School Act* and includes the board of school trustees of the district and every school within the district.

“school setting” refers to the place where a student attends school, and includes authorized school activities or functions.

“sexual abuse” is when a child is used (or likely to be used) for the sexual gratification of another person. It includes touching or invitation to touch for sexual purposes, intercourse (vaginal, oral or anal), menacing or threatening sexual acts, obscene gestures, obscene communications or stalking, sexual references to the child's body, requests that the child expose their body for sexual purposes, deliberate exposure of the child to sexual activity or material, and sexual aspects of organized or ritual abuse.

“sexual exploitation” is a form of sexual abuse that occurs when a child engages in a sexual activity, usually through manipulation or coercion, in exchange for money, drugs, food, shelter or other considerations. Children living on the street are particularly vulnerable to exploitation.

“superintendent of schools” means the superintendent of schools for the school district appointed by the board of school trustees under the *School Act* and includes an assistant superintendent of schools.

IV. Reporting

1. Reporting to a child protection social worker

a) the legal duty to report

Section 14 of the *Child, Family and Community Service Act (CFCSA)* requires every person to report promptly to a child protection social worker when they have reason to believe a child needs protection as set out in the following circumstances

- if the child has been or is likely to be physically harmed, sexually abused or sexually exploited by a parent or other person and the parent is unwilling or unable to protect the child.
- if the child has been or is likely to be physically harmed because of neglect by the child's parent
- if the child has been emotionally harmed by the parent's conduct
- if the child is deprived of necessary health care
- if 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
- if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care
- if the child is or has been absent from home in circumstances that endanger the child's safety or well-being
- if the child's parent is dead and adequate provision has not been made for the child's care
- if the child has been abandoned and adequate provision has not been made for the child's care

The legal duty to report is the responsibility of each individual. Any person, including school employees and police officers, with reason to believe that a child needs protection has a duty to report directly to a child protection social worker.

Informing another person, e.g., a colleague or a supervisor does not discharge the legal duty to report directly to a child protection social worker.

Where two or more persons each have reason to believe a child needs protection, it is acceptable for them to report by way of a joint conference call to a child protection social worker.

Reports must be made promptly.

If the reporter is a school employee, contracted service provider, or volunteer, he/she should notify the principal that a report has been made. The reporter should not contact the alleged perpetrator.

If a school district employee receives a query from a parent (either by phone or in person) including why his/her child has not yet arrived home, the employee should advise the parent to contact the child protection social worker.

If the parent arrives at the school looking for his/her child and threatens staff, a school employee may wish to contact the police and should alert the principal.

While this protocol focuses on the roles and responsibilities of the Parties, it is important to remember that the duty to report is not confined to the situations arising in the school setting.

b) Additional reporting requirements of police

Under the CFCSA, police are required to

- report the circumstances of a child committing a violent act against another person under section 15(2) of the CFCSA
- report taking charge of a child in immediate danger under section 27(3) of the CFCSA

c) How to report to a child protection social worker

Report by phone or in person to a child protection social worker at a MCFD office

- Monday to Friday, 8:30 a.m. to 4:30 p.m., call the local district office at (604) 485-0600.
- Monday to Friday, 4:30 p.m. to 8:30 a.m. and all day Saturday, Sunday and statutory holidays, call the Helpline for Children at 310-1234. This service is toll-free.
- Deaf (TTY) only - 1-800-667-4770

2. Reporting to police

If a child's health or safety is in immediate danger, call the police.

A report to police does not discharge an individual's duty to report directly to a child protection social worker as soon as possible if the person has reason to believe that a child needs protection.

Any person who suspects a criminal offence is occurring or may have occurred, should report to the police without delay.

A child protection social worker must report to police, if at any point in assessing or investigating a report the child protection social worker has reason to believe that a criminal offence has occurred.

Report a possible criminal offense by phoning the local RCMP detachment at (604) 485-3400 (non-emergency) or 911 (emergency).

3. Reporting to superintendent of schools

If a student is believed to have been abused or neglected in a public school or during school activities by a school district employee, contracted service provider, volunteer, or another student, a report must be made to the superintendent of schools at (604) 414-2600.

4. Initial response

When and where appropriate, the Parties should begin coordinating their initial response with each other as soon as possible.

a) by a child protection social worker

The child protection social worker must assess every report received that alleges that a child may be in need of protection.

The assessment (usually within 24 hours) will result in a decision as to whether or not a child protection investigation is required. MCFD may also offer services, or referrals for services, to families to help meet the needs of children and/or parents.

If a child is in immediate danger the child protection social worker will respond immediately to ensure the safety of the child. This may or may not involve calling the police, school officials or others. Where it appears there is an imminent risk to the child, the police may be able to mobilize the required staff faster than a child protection social worker.

b) by police

When a police officer arrives on the scene, he/she will take steps to prevent the continuation of an offence and/or minimize the risk of a breach of the peace. A police officer may also summon medical assistance as required.

Section 27 of the CFCSA enables a police officer to take charge of a child without a court order when the child's health or safety is in immediate danger.

On taking charge of the child under section 27 of the CFCSA, the police officer must immediately report the circumstances to a child protection social worker.

c) by a superintendent of schools or principal

If a child's health or safety is in immediate danger, the police should be called.

The superintendent of schools and/or principal may also need to act immediately to protect the safety of children in the school.

Under section 15 of the *School Act*, if a superintendent of schools considers that the welfare of students is threatened by the presence of an employee he/she may suspend the employee subject to review and confirmation by the school district's board of school trustees.

Also under section 26 of the *School Act* a principal or a superintendent of schools may suspend a student in accordance with any rules established by their board of school trustees.

The superintendent of schools and/or the principal may need to immediately terminate the services of and/or remove from the school a contracted service provider or volunteer.

V. Investigations

1. Introduction

In many situations where there is an allegation of child abuse or neglect, different investigations occurring simultaneously may require a collaborative approach by the Parties. Each Party's role and responsibilities will vary, depending on the purpose of the investigation. An investigation may be conducted by

- the child protection social worker to determine if a child needs protection
- the police to determine whether a criminal offence has occurred
- the superintendent of schools, or his/her designate, as an employer or controller of student discipline, where there has been a report of child abuse or neglect by an employee, contracted service provider, volunteer or student in a school setting

When a response involves two or more of the Parties, the Parties should approach the investigation collaboratively to reduce the impact on the child, and to ensure an efficient response.

2. Investigation by a child protection social worker

The child protection social worker assesses the report to decide how to respond to it, and commences an investigation if there are reasonable grounds to believe that a child needs protection as defined by the CFCSA. When a child protection social worker is responding to a report of child abuse by someone other than the parent, the child protection social worker assesses whether the parent is willing and able to protect the child from harm.

If a child protection investigation takes place, the child protection social worker may advise the reporter what the steps in the investigation are and the approximate timeframe.

If the child protection social worker determines that an interview with the child is necessary he/she must inform the parent, unless the child protection social worker believes the parent:

- might jeopardize the child's safety;
- might prevent the child protection social worker from seeing the child;
- might flee with the child;
- could influence the child's discussion with the child protection social worker;
- cannot be located.

If there are concerns for a child protection social worker's safety at any point during an investigation, the child protection social worker may call the police. The role of the police officer is to keep the peace.

3. Investigation by police

The police conduct an investigation when they have grounds to believe a criminal offence has been committed or that a serious personal injury offence, e.g., sexual assault will occur.

The responsibilities of police include, but are not limited to, maintaining public safety, securing the crime scene, searching for physical evidence, interviewing witnesses, identification of offender(s), and case preparation. The attending officer may utilize a variety of police support services and/or arrange for a medical forensic examination as individual circumstances require.

Police officers may, through the course of their regular duties, form reason to believe that a child needs protection. Situations where such information may be identified include:

- inadequate living conditions, e.g., scarcity of food, clothing, heating or sanitation;
- vulnerable children left unattended, e.g., young child;

- children left with an irresponsible or inappropriate caregiver;
- children with a substance abuse problem, e.g., glue sniffing, alcohol or drugs;
- children with behaviour indicative of emotional dysfunction, e.g., self-mutilation, attempted suicide, fire setting, animal abuse;
- runaways who report abuse at home;
- children whose parents have been arrested and where there is no other responsible adult able to take charge;
- children under 12 years of age who have committed serious crimes;
- incidents of domestic violence where children are at risk.

When a police officer has reason to believe a child needs protection, he/she must promptly report to a child protection social worker under section 14 of the CFCSA.

If a police officer is unsure about the need to report, he/she should consult with a child protection social worker.

A police officer has the authority to take charge of a child where there are reasonable grounds to believe that the child's health or safety is in immediate danger. The circumstances must be immediately reported to a director under section 27(3) of the CFCSA. Situations which may require a police officer to take charge include:

- child abandoned in dangerous situations;
- child at immediate risk of injury;
- extreme hazard to child due to physical condition of surroundings;
- parental incapacity due to alcohol or drug abuse, mental illness, to the extent that it endangers a child.

Where a young child under 12 years of age breaks the law, a police officer may take charge and deliver the child to a parent under section 15(1) of the CFCSA. If a child under 12 years of age has committed a violent act against another person, police officers must report this to a child protection social worker under section 15(2) of the CFCSA.

4. Investigation by the superintendent of schools

Where it is believed that abuse was perpetrated by a school district employee, contracted service provider, volunteer or student, an investigation as employer or controller of student discipline will need to be carried out by the superintendent of schools, or his/her designate.

The superintendent of schools is responsible for coordinating the school district investigation.

The superintendent of schools will determine the scope and manner of an investigation in connection with disciplinary matters but the superintendent of schools should be sensitive to any concurrent child protection and/or police investigations to ensure investigations are not prejudiced.

If the superintendent considers that the welfare of students might be threatened by the presence of an employee, he/she may suspend that employee and report the circumstances to the school board.

Apart from the specific powers of the superintendent of schools or school board to suspend, as noted earlier in this section, a school board may dismiss, suspend or otherwise discipline an employee where there is “just and reasonable cause”. Such disciplinary actions may be warranted in respect of an incident involving an employee, whether or not the employee is charged or convicted of a criminal offence.

In other circumstances, a superintendent of schools or principal may need to consider:

- termination of services of a volunteer;
- termination of services of a contracted service provider;
- disciplinary action and/or development of a safety plan in regard to a student.

In connection with disciplinary matters and/or investigations of child abuse undertaken by a child protection social worker or police, the superintendent of schools, as necessary, will be responsible for any or all of the following matters:

- ensuring a safe school environment for students during the investigations;
- facilitating the activities of the investigators in carrying out their respective roles, mandates and responsibilities within the school setting, when responding to the report of abuse or neglect;
- ensuring that child protection and/or police investigations, including interviewing the child and other witnesses, are not interfered with or compromised by persons under the superintendent of schools’ authority;
- referring inquiries about the child protection and/or police investigations to the appropriate authorities;
- providing parents with information on the superintendent of schools’ investigation, subject to the FOIPPA and the need to avoid prejudicing any child protection and/or police investigations;
- documenting the results of any investigation performed at the direction of the superintendent of schools;
- collaborating with other professionals to develop follow-up plans to support the alleged offender and/or victim and others, both children and staff, who may be affected by the disclosure or investigation, e.g., counselling, critical incident debriefing, referrals, safety plan.

5. Contact with the alleged offender

- a) by a child protection social worker

Where a child protection social worker is aware that a criminal investigation is taking place, he/she should consult with police before contacting the alleged offender.

b) by police

It is up to police to determine whether or not an alleged offender will be interviewed when a criminal investigation is undertaken. Any such interviews will be conducted by the police. This investigation may or may not involve a child protection social worker.

Where interviews of the parent(s) or other adult witnesses are likely to be required by both police and a child protection social worker, police should consider whether there is a need to collaborate with a child protection social worker in scheduling the timing of these interviews.

c) by a superintendent of schools/school board

A superintendent of schools and/or a school board will contact an alleged offender who is a school employee if disciplinary action is being taken against the employee under section 15 of the *School Act*.

However, prior to contacting the alleged offender, the superintendent of schools/school board will, wherever possible, first consult with the police and/or child protection social worker if a criminal and/or child protection investigation has been undertaken.

Also, collective agreements generally require the superintendent of schools to immediately notify a staff member being investigated by the superintendent of schools, unless such notification would prejudice a criminal, child protection or superintendent of school's investigation.

d) by a school principal

If the alleged offender is a student, the principal will have contact with the student respecting the incident, including the appropriate disciplinary action, under the *School Act*, the *School Act Regulations* and any rules established by the school board.

However, prior to contacting the alleged student offender, the principal will, wherever possible, consult with the police and/or child protection social worker if a criminal and/or child protection investigation has been undertaken.

6. Interviewing a child or other witnesses

a) general

The parties should make every effort to conduct joint interviews when interviewing children, as this can:

- reduce trauma for the child;

- minimize repetition;
- facilitate information sharing between the investigators;
- minimize the opportunity to taint the child's evidence.

When a person who is talking with a child has reason to believe that the child needs protection the person will need to stop gathering information from the child and report promptly to a child protection social worker. The person will also need to call the police if he/she believes that a criminal offence may have occurred.

Interviewing children who may have been abused or neglected requires special expertise, e.g., trained child protection social workers and/or police. This protects the integrity of child protection and/or criminal investigations.

b) in a school setting

When an investigator wants to interview a child in a school setting, the principal should be contacted to arrange access. Whenever possible, these arrangements should be made in advance.

It is helpful when those conducting the interview advise the principal when the interview is complete and when the investigators are about to leave the school.

c) supporting the child

School personnel may be permitted to provide support for the child before, during and after the interview, as directed by the investigators.

7. Advising of the results of an investigation

a) by a child protection social worker

Pursuant to section 16(3), (4) and (5) of the CFCSA and Ministry of Children and Family Development policy, the child protection social worker must make reasonable efforts to report the results of the investigation to:

- the parent apparently entitled to custody of the child;
- the person who reported the information that led to the investigation;
- the child, if the child is capable of understanding the information;

- any other person or community agency, if the worker determines this is necessary to ensure the child's safety or well-being.

unless reporting the results would cause emotional or physical harm to anyone, endanger the safety of the child, or a criminal investigation is underway.

b) by police

Under the *Victims of Crime Act*, police will arrange, on request, for a victim to obtain information on the status of the police investigation, or other information as appropriate.

Police may share information from their investigations, subject to the laws and regulations on information sharing, with the child protection social worker and/or superintendent of schools.

c) by a superintendent of schools (in the case of an employee or contracted service provider as offender) or principal (in the case of a student as offender).

The superintendent of schools or principal will refer inquiries about child protection and/or police investigations to the appropriate authorities.

If a report has been made to a child protection social worker or police, the superintendent of schools will notify the child protection social worker and/or police of any disciplinary action taken by the superintendent of schools or the board.

If any disciplinary action is taken with respect to a member of the British Columbia College of Teachers, the school board must notify the British Columbia College of Teachers under section 16 of the *School Act*.

The collective agreement may include requirements about advising employees about the results of the superintendent of schools' investigation.

Parents would contact the superintendent of schools for information about school district investigations.

VI. Information Sharing: Confidentiality and Disclosure

1. Introduction

The Parties disclose information consistent with the legislation that affects them as follows:

- the RCMP, by the federal *Privacy Act* and the *Access to Information Act*;
- child protection social workers, by the CFCSA;
- school personnel, by the FOIPPA.

All Parties are also governed by the information release provisions of the YOA.

Generally, personal information about an individual may be shared with their consent. However consent must be obtained in accordance with applicable legislation.

2. Information to and from child protection social workers

NOTE: Section 96 of the CFCSA overrides the FOIPPA but not federal legislation, including the *Privacy Act* and the YOA.

a) a child protection social worker requests information

Section 96 of the CFCSA gives a child protection social worker the right to any information that is both

- in the custody or control of a public body (this includes a school district or municipal police/First Nations administered policing services but does not include RCMP).
- necessary to enable the child protection social worker to exercise his/her powers or perform the duties or functions under the CFCSA.

Child protection social workers may still request information from the RCMP, and the RCMP will, wherever possible, release information to social workers, subject to the *Privacy Act*.

At a minimum, requests for information by a child protection social worker should

- be in writing (unless an emergency situation makes this impractical);
- state the legal authority for requesting information;
- confirm that the person requesting the information has the appropriate authority to do so, e.g., letter of delegation.

b) a child protection social worker shares information

Child protection social workers are not required to share the information they collect unless a disclosure is mandated by a court order or during a child protection proceeding.

Child protection social workers may, however, share information without consent when it is necessary to ensure the safety or well-being of a child, or is otherwise prescribed in the CFCSA, which may include providing information to police or a superintendent of schools for their respective investigations.

The identity of a person who reports suspected child abuse or neglect to a child protection social worker is confidential and will not be disclosed without his/her consent, unless authorized by law.

In cases where a criminal investigation is taking place and the child protection social worker has already contacted an alleged offender and, where it is necessary to ensure the safety and well-being of a child or is otherwise authorized under the *CFCSA*, the child protection social worker may disclose information about the alleged offender.

3. Information to and from police

a) Police request information

Police request information as part of a criminal investigation. All Parties should respond to requests for information from police, as best they can within the confines of their legislation. The Parties should advise police whether or not they can provide the requested information.

Police can compel the release of information through judicial authorization, e.g., a warrant or subpoena.

b) Police share information

RCMP may release information arising from their investigations prior to charges being laid and subject to the discretion of the investigating police officer with a child protection social worker and/or superintendent of schools.

Among other criteria, information sharing is based on “consistent use” in the sense that an investigative body requires relevant information to fulfill a legislated mandate, or as required by an enactment, which includes an Act or a Regulation.

Police must comply with privacy legislation (*Privacy Act/FOIPPA*) and, where applicable, information sharing provisions pursuant to the YOA.

However, information may be withheld by police, in accordance with applicable legislation, if disclosure could reasonably be expected to be harmful to law enforcement.

Under the federal *Privacy Act* the RCMP may, and under *FOIPPA* the municipal police and First Nations administered police services must disclose to affected members of the public, information where disclosure is in the “public interest”, including where health or safety is at risk.

Certain categories of criminal offences involving public health and safety considerations, as well as situations involving dangerous offenders, may justify “public interest” police disclosure. Specific procedures are followed by the police in determining when disclosure clearly is necessary.

4. Information to and from school personnel

a) When the superintendent of schools or principal requests information

During the course of an investigation under the *School Act*, the superintendent of schools or principal may request information of the Parties when either a member of the school district's staff, or a student, is alleged to have abused or neglected a child. The Parties' response to a request will be in accordance with their legislation.

b) When school district personnel disclose information

School district personnel must provide information when they report abuse and neglect, and when they comply with a CFCSA section 96 request for information by a child protection social worker, but they do so under the CFCSA, not the FOIPPA.

In certain circumstances, and where disclosure is clearly in the public interest, the superintendent of schools must share information in accordance with section 25 of the FOIPPA, including where health or safety is at risk.

c) Information about young offenders

All Parties are governed by the information release provisions of the YOA.

VII. Dispute Resolution

In the event of a disagreement about a course of action or the appropriateness of a referral or any other matter, the police officer, social worker, or school district employee must attempt to resolve the issue with the other party. If the matter cannot be resolved between line workers, the immediate supervisors of the workers will address the issue. If agreement cannot be reached, the usual "chain of command" in each organization must examine the issue.

At no time should disagreement about the course of an intervention take precedence over a child's need for protection.

VIII. Protocol Review Process

This protocol will be reviewed every two years at the initiative of MCFD. Reviews can also be undertaken at any time at the request of one of the Parties should there be changes in legislation, identification of shortcomings in the protocol or any other reason.

VIII. Training

Orientation sessions will be arranged periodically to acquaint new staff with this protocol and related matters. The MCFD District Supervisor, the RCMP Supervising Officer, and the Superintendent of Schools will organize these sessions.

Whenever possible, MCFD, the RCMP and the School District will invite staff from the other two agencies to local and regional in-service training events of mutual interest and benefit.

V. Investigations

1. Introduction

In many situations where there is an allegation of child abuse or neglect, different investigations occurring simultaneously may require a collaborative approach by the Parties. Each Party's role and responsibilities will vary, depending on the purpose of the investigation. An investigation may be conducted by

- the child protection social worker to determine if a child needs protection
- the police to determine whether a criminal offence has occurred
- the superintendent of schools, or his/her designate, as an employer or controller of student discipline, where there has been a report of child abuse or neglect by an employee, contracted service provider, volunteer or student in a school setting

When a response involves two or more of the Parties, the Parties should approach the investigation collaboratively to reduce the impact on the child, and to ensure an efficient response.

2. Investigation by a child protection social worker

The child protection social worker assesses the report to decide how to respond to it, and commences an investigation if there are reasonable grounds to believe that a child needs protection as defined by the CFCSA. When a child protection social worker is responding to a report of child abuse by someone other than the parent, the child protection social worker assesses whether the parent is willing and able to protect the child from harm.

If a child protection investigation takes place, the child protection social worker may advise the reporter what the steps in the investigation are and the approximate timeframe.

If the child protection social worker determines that an interview with the child is necessary he/she must inform the parent, unless the child protection social worker believes the parent:

- might jeopardize the child's safety;
- might prevent the child protection social worker from seeing the child;
- might flee with the child;

- could influence the child's discussion with the child protection social worker;
- cannot be located.

If there are concerns for a child protection social worker's safety at any point during an investigation, the child protection social worker may call the police. The role of the police officer is to keep the peace.

3. Investigation by police

The police conduct an investigation when they have grounds to believe a criminal offence has been committed or that a serious personal injury offence, e.g., sexual assault will occur.

The responsibilities of police include, but are not limited to, maintaining public safety, securing the crime scene, searching for physical evidence, interviewing witnesses, identification of offender(s), and case preparation. The attending officer may utilize a variety of police support services and/or arrange for a medical forensic examination as individual circumstances require.

Police officers may, through the course of their regular duties, form reason to believe that a child needs protection. Situations where such information may be identified include:

- inadequate living conditions, e.g., scarcity of food, clothing, heating or sanitation;
- vulnerable children left unattended, e.g., young child;
- children left with an irresponsible or inappropriate caregiver;
- children with a substance abuse problem, e.g., glue sniffing, alcohol or drugs;
- children with behaviour indicative of emotional dysfunction, e.g., self-mutilation, attempted suicide, fire setting, animal abuse;
- runaways who report abuse at home;
- children whose parents have been arrested and where there is no other responsible adult able to take charge;

- children under 12 years of age who have committed serious crimes;
- incidents of domestic violence where children are at risk.

When a police officer has reason to believe a child needs protection, he/she must promptly report to a child protection social worker under section 14 of the CFCSA.

If a police officer is unsure about the need to report, he/she should consult with a child protection social worker.

A police officer has the authority to take charge of a child where there are reasonable grounds to believe that the child's health or safety is in immediate danger. The circumstances must be immediately reported to a director under section 27(3) of the CFCSA. Situations which may require a police officer to take charge include:

- child abandoned in dangerous situations;
- child at immediate risk of injury;
- extreme hazard to child due to physical condition of surroundings;
- parental incapacity due to alcohol or drug abuse, mental illness, to the extent that it endangers a child.

Where a young child under 12 years of age breaks the law, a police officer may take charge and deliver the child to a parent under section 15(1) of the CFCSA. If a child under 12 years of age has committed a violent act against another person, police officers must report this to a child protection social worker under section 15(2) of the CFCSA.

4. Investigation by the superintendent of schools

Where it is believed that abuse was perpetrated by a school district employee, contracted service provider, volunteer or student, an investigation as employer or controller of student discipline will need to be carried out by the superintendent of schools, or his/her designate.

The superintendent of schools is responsible for coordinating the school district investigation.

The superintendent of schools will determine the scope and manner of an investigation in connection with disciplinary matters but the superintendent of schools should be sensitive to any concurrent child protection and/or police investigations to ensure investigations are not prejudiced.

If the superintendent considers that the welfare of students might be threatened by the presence of an employee, he/she may suspend that employee and report the circumstances to the school board.

Apart from the specific powers of the superintendent of schools or school board to suspend, as noted earlier in this section, a school board may dismiss, suspend or otherwise discipline an employee where there is “just and reasonable cause”. Such disciplinary actions may be warranted in respect of an incident involving an employee, whether or not the employee is charged or convicted of a criminal offence.

In other circumstances, a superintendent of schools or principal may need to consider:

- termination of services of a volunteer;
- termination of services of a contracted service provider;
- disciplinary action and/or development of a safety plan in regard to a student.

In connection with disciplinary matters and/or investigations of child abuse undertaken by a child protection social worker or police, the superintendent of schools, as necessary, will be responsible for any or all of the following matters:

- ensuring a safe school environment for students during the investigations;
 - facilitating the activities of the investigators in carrying out their respective roles, mandates and responsibilities within the school setting, when responding to the report of abuse or neglect;
- ensuring that child protection and/or police investigations, including interviewing the child and other witnesses, are not interfered with or compromised by persons under the superintendent of schools’ authority;
- referring inquiries about the child protection and/or police investigations to the appropriate authorities;
- providing parents with information on the superintendent of schools’ investigation, subject to the FOIPPA and the need to avoid prejudicing any child protection and/or police investigations;
- documenting the results of any investigation performed at the direction of the superintendent of schools;

□ collaborating with other professionals to develop follow-up plans to support the alleged offender and/or victim and others, both children and staff, who may be affected by the disclosure or investigation, e.g., counselling, critical incident debriefing, referrals, safety plan.

5. Contact with the alleged offender

a) by a child protection social worker

Where a child protection social worker is aware that a criminal investigation is taking place, he/she should consult with police before contacting the alleged offender.

b) by police

It is up to police to determine whether or not an alleged offender will be interviewed when a criminal investigation is undertaken. Any such interviews will be conducted by the police. This investigation may or may not involve a child protection social worker.

Where interviews of the parent(s) or other adult witnesses are likely to be required by both police and a child protection social worker, police should consider whether there is a need to collaborate with a child protection social worker in scheduling the timing of these interviews.

c) by a superintendent of schools/school board

A superintendent of schools and/or a school board will contact an alleged offender who is a school employee if disciplinary action is being taken against the employee under section 15 of the School Act.

However, prior to contacting the alleged offender, the superintendent of schools/school board will, wherever possible, first consult with the police and/or child protection social worker if a criminal and/or child protection investigation has been undertaken.

Also, collective agreements generally require the superintendent of schools to immediately notify a staff member being investigated by the superintendent of schools, unless such notification would prejudice a criminal, child protection or superintendent of school's investigation.

d) by a school principal

If the alleged offender is a student, the principal will have contact with the student respecting the incident, including the appropriate disciplinary action, under the School Act, the School Act Regulations and any rules established by the school board.

However, prior to contacting the alleged student offender, the principal will, wherever possible, consult with the police and/or child protection social worker if a criminal and/or child protection investigation has been undertaken.

6. Interviewing a child or other witnesses

a) general

The parties should make every effort to conduct joint interviews when interviewing children, as this can:

- reduce trauma for the child;
- minimize repetition;
- facilitate information sharing between the investigators;
- minimize the opportunity to taint the child's evidence.

When a person who is talking with a child has reason to believe that the child needs protection the person will need to stop gathering information from the child and report promptly to a child protection social worker. The person will also need to call the police if he/she believes that a criminal offence may have occurred.

Interviewing children who may have been abused or neglected requires special expertise, e.g., trained child protection social workers and/or police. This protects the integrity of child protection and/or criminal investigations.

b) in a school setting

When an investigator wants to interview a child in a school setting, the principal should be contacted to arrange access. Whenever possible, these arrangements should be made in advance.

It is helpful when those conducting the interview advise the principal when the interview is complete and when the investigators are about to leave the school.

c) supporting the child

School personnel may be permitted to provide support for the child before, during and after the interview, as directed by the investigators.

7. Advising of the results of an investigation

a) by a child protection social worker

Pursuant to section 16(3), (4) and (5) of the CFCSA and Ministry of Children and Family Development policy, the child protection social worker must make reasonable efforts to report the results of the investigation to:

- the parent apparently entitled to custody of the child;
- the person who reported the information that led to the investigation;
- the child, if the child is capable of understanding the information;
- any other person or community agency, if the worker determines this is necessary to ensure the child's safety or well-being.

unless reporting the results would cause emotional or physical harm to anyone, endanger the safety of the child, or a criminal investigation is underway.

b) by police

Under the Victims of Crime Act, police will arrange, on request, for a victim to obtain information on the status of the police investigation, or other information as appropriate.

Police may share information from their investigations, subject to the laws and regulations on information sharing, with the child protection social worker and/or superintendent of schools.

c) by a superintendent of schools (in the case of an employee or contracted service provider as offender) or principal (in the case of a student as offender).

The superintendent of schools or principal will refer inquiries about child protection and/or police investigations to the appropriate authorities.

If a report has been made to a child protection social worker or police, the superintendent of schools will notify the child protection social worker and/or police of any disciplinary action taken by the superintendent of schools or the board.

If any disciplinary action is taken with respect to a member of the British Columbia College of Teachers, the school board must notify the British Columbia College of Teachers under section 16 of the School Act.

The collective agreement may include requirements about advising employees about the results of the superintendent of schools' investigation.

Parents would contact the superintendent of schools for information about school district investigations.

IX. Term and Sign-off

Regardless of the date of execution and delivery of the agreement, the term of this Agreement starts on the 1st day of August, 2010 and continues until a Party has given to the other Parties at least 30 days written notice that this Agreement is to end and the period of notice has elapsed.

The Parties have Signed this Agreement as follows:

Signed on behalf of the Ministry of Children and Family Development, Powell River, by its authorized representative on the ____ day of _____, 2010.

Signed: _____

Print Name: _____

Print Title: _____

Signed on behalf of the Board of School Trustees of School District No. 47 (Powell River) by its authorized signatory on the ____ day of _____, 2010.

Signed: _____

Print Name: _____

Print Title: _____

Signed on behalf of the _____ detachment of the Royal Canadian Mounted Police, Powell River, by its authorized representative on the ____ day of _____, 2010.

Signed: _____

Print Name: _____

Print Title: _____

IX. APPENDIX A

When a Child Discloses Abuse or Neglect

1. Stay calm and listen.
2. Go slowly.
3. Reassure them that they have not done anything wrong.
4. Be supportive.
5. Gather essential facts.
6. Tell the child what will happen next.
7. Report.
8. Make notes.

1. Stay calm and listen.

An abused or neglected child needs to know that you are calm and available to help him/her. Reactions of shock, outrage, or fear may inhibit the child and make him/her feel more anxious or ashamed. A calm response not only allows the child to tell his/her story, it also provides the reassurance that what has happened is not so bad that it cannot be talked about and worked through calmly.

2. Go slowly.

It is normal to feel inadequate or unsure about what to do or say when a child tells you about his/her abuse. As a result, there is a tendency to rush things. Frequently, too much is asked too quickly. Proceed slowly. Gentle questions such as “Can you tell me more about what happened?” are helpful. Avoid questions that begin with “why.”

3. Reassure the child that they have not done anything wrong.

Any questions that are asked are usually associated in the child's mind with getting into trouble. Avoid using "why" questions. For example: "Why did he/she hit you?" suggests indirectly that the child may have done something wrong and increases the child's reluctance to discuss the matter.

4. Be supportive.

Children need support and reassurance when discussing their abuse or neglect. It is helpful to let the child know that:

- They are not in trouble
- They are safe with you
- You are glad that they have chosen to tell you about this
- They have done the right thing telling about this
- You are sorry that they have been hurt or that this has happened to them
- You will do everything you can to make sure they are not hurt again, and
- You know others who can be trusted to help solve this problem.

5. Get only the essential facts.

If this is the first time the child has disclosed abuse or neglect, a full investigation will be necessary. The child will be interviewed in depth by a child protection worker and, if there is a criminal investigation, by the police. To avoid the child having to endure multiple interviews, limit your discussion to finding out general what took place. When you have sufficient information and reason to believe that abuse and/or neglect has occurred, gently stop gathering facts and be supportive.

6. Tell the child what will happen next.

Children who disclose their abuse feel anxious and vulnerable about what people think of them and what will happen next. It is important, however, to avoid making promises to the child about what may or may not happen next. For example, avoid promises that the alleged perpetrator won't get into trouble. Provide only reassurance that is realistic and achievable. Discuss with the child what you think will happen next and who will be involved.

7. Report to the child protection worker.

Report disclosures of abuse or neglect immediately to a child protection worker for follow-up and investigation. Express your willingness to help the child through the steps which will follow, if appropriate.

8. Make notes.

Make notes of all comments made by the child about abuse or neglect using the child's exact words where possible. Save all drawings and artwork. This information needs to be shared with the child protection worker, the police and Crown counsel, if appropriate.

STUDENT CONDUCT/CODES OF CONDUCT

Background

School cultures are shaped by the values and attitudes of the people they involve: school staff, supporting organizations and agencies, students, parents, and the wider community. In a safe, caring, and orderly school community the deep, personal commitment of its members to create and maintain a respectful, welcoming, and nurturing environment is explicitly stated. Incidents of bullying, harassment or intimidation and other types of serious misconduct are addressed quickly, effectively and in ways that restore or strengthen relationships.

The District endorses a set of desirable personal and interpersonal character traits that incorporate universal values, including respect, integrity, empathy, compassion, independence, cooperation, and responsibility. It is expected that all individuals, adults, and students, will treat each other with respect and courtesy, and conduct themselves in a manner that will promote safety and security for all within District schools and programs.

The District shall use the Provincial Standards for Codes of Conduct Order (Ministerial Order 276/07) to develop consistent and coherent practices and ensure school climates are as positive as possible.

Fundamental to maintaining schools that cultivate excellent conduct is the adherence of individuals to the principles which foster a caring, nurturing, and compassionate community.

Procedures

1. Foundation Principles for Codes of Conduct

Although no two schools are identical and may have their own set of rules and Codes of Conduct there are certain notions or foundation principles that must be in place for all school groupings and situations. The District promotes practices, processes, and guidelines to ensure all individuals are welcome and included. The District believes that Codes of Conduct are to be based on the following principles:

- 1.1. The responsibility for student conduct is shared among students, staff, and parents.
- 1.2. Students, staff, and parents have a responsibility to respect the rights and dignity of others.
- 1.3. Students have a responsibility to become actively and productively involved in their own academic learning and social growth.
- 1.4. School staffs are responsible for planning and building a positive school climate; one in which structure, support, and encouragement shall assist students to develop a sense of self-discipline, responsibility, and awareness of the feelings of others.

- 1.5. Parents are responsible for establishing positive growth and learning atmosphere in the home.
- 1.6. Parents are responsible to know school procedures associated with their child's school or program and to encourage their child to understand and respect these procedures.
- 1.7. Parents are responsible for supporting the school in the enactment of conduct procedures.

Requirements

2. District Codes of Conduct Requirements to be followed by all Schools and Programs

- 2.1. The Superintendent will ensure that each Principal, in consultation with staff, parents, and when appropriate, students, establishes a Code of Conduct for their school that ensures the following requirements are included:

- 2.1.1. A reference to the prohibited grounds of discrimination set out in section 7 and 8 of the Human Rights Code, RSBC 1996, c. 210.

Students shall not discriminate against others on the basis of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons, or for any other reason set out in the Human Rights Code of British Columbia, nor shall a student publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the basis of any such grounds.

- 2.1.2. One or more statements that convey clearly and concisely how students are expected to conduct themselves at school and while attending any school function at any location.
- 2.1.3. One or more statements that convey clearly and concisely what is considered to be unacceptable behaviour including bullying, cyberbullying, harassment, intimidation, threatening or violent behaviours while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school environment.
- 2.1.4. At least one statement to explain that special considerations may apply to students with special needs who are unable to comply with expectations due to having a disability of an intellectual, physical, sensory, emotional, or behavioural nature.
- 2.1.5. One or more statements that outline a progress of expectations held for students as they become older, more mature, and move through successive grades.

Conduct Responsibilities, Obligations and Consequences

- 2.1.6 Students and their parents shall be informed of the school rules and the Code of Conduct by the Principal. Codes of Conduct will be available to the general public on each school's website, which can be accessed via the District's website (www.sd47.bc.ca) or upon request at the school office.

All students in the District are expected to:

- 2.1.6.1 Be aware of and obey their school Codes of Conduct while at school, on the way to and from school, in transit to and from and, while attending any school function, and on the premises or in the vicinity of any District School;
- 2.1.6.2 Attend classes punctually and regularly unless excused from attendance for illness, or for other reasons which may create a serious hardship; or absences have been approved by the school for other educational purposes, or alternate methods of program delivery;
- 2.1.6.3 Not leave school without school permission;
- 2.1.6.4 Work cooperatively and diligently at their assigned studies and any home assignments;
- 2.1.6.5 Respect the rights of other students, staff, and the general public.
- 2.1.6.6 Respect the legitimate authority of the school staff;
- 2.1.6.7 Respect the physical school facilities;
- 2.1.6.8 Respect the diversity of the school community;
- 2.1.6.9 Always behave in a safe and responsible manner;
- 2.1.6.10 Not use, possess, or distribute alcohol or illegal drugs, or be under the influence of same;
- 2.1.6.11 Not threaten, assault, bully, intimidate, humiliate, belittle, or denigrate students or staff by any means including through social media or any other action.
- 2.1.6.12 Not be in the possession of weapons of any kind, including replica and ceremonial weapons while on the school grounds.

- 2.2 It is the responsibility of the Principal to ensure all students at the school conform to the school's rules, its Code of Conduct, and the administrative procedures of the District.
- 2.3 Any disciplining of students will be timely, fair, judicious, and done so in a responsible manner, with consequences for unacceptable behaviour that takes into account the age, maturity, and special needs of the student, if any.
- 2.4 Accurate records are to be kept of significant infractions of school rules and related disciplinary consequences.
- 2.5 A student who is threatened, intimidated, or verbally, physically, or sexually assaulted will be encouraged to notify a teacher or the Principal.
- 2.6 When a student violates school rules to a significant extent and has not responded to corrective measures, the student's parents will be informed. The student may be subject to an incremental series of disciplinary consequences culminating in suspension from school.
- 2.7 Where a student is 16 years of age or older and repeatedly fails to comply with the code of conduct, rules, and policies of the school, or has failed to apply themselves to their studies as set out in Section 85 of the *School Act*, the District is empowered to refuse further school service to the student.

3 Safe Schools

- 3.1 The District acknowledges its role in providing secure learning environments which are safe from threats, violence, intimidation, and the use of weapons. Acts involving the aforementioned are of particular concern to the District because of the physical danger and/or emotional damage that can ensue.
- 3.2 All forms of aggression by students, both physical and verbal, including name calling, discrimination, intimidation, and sexual violence are unacceptable. The District expects principals to investigate and act to prevent further aggression.
 - 3.2.6 This applies to students while they are:
 - 3.2.6.1 Attending school.
 - 3.2.6.2 In transit to and from school.
 - 3.2.6.3 Attending a school function, regardless of location.
 - 3.2.6.4 In the community.
- 3.3 Principals, Vice-Principals, or any other person authorized by the District may invoke Section 177 of the *School Act* to prohibit any person from school property who disturbs or interrupts the proceedings of the school or any official school sponsored function or activity.
- 3.4 Principals, Vice-Principals, or any other person authorized by the Board will confiscate any weapon found in the possession of a student, contact parents, and may involve the RCMP when acts involving weapons, violence and/or intimidation occur.

Administrative Procedure 350



- 3.5 Where a breach of a school's Code of Conduct amounts to a violation of the law, the District, and the school will cooperate with the police and other appropriate authorities.
- 3.6 The Board expects all significant incidents threatening safety and security will be dealt with expediently as set out in the Violence Protocol.
- 3.7 Serious infractions or those resulting in suspensions of ten days or more may be dealt with, in a restorative justice manner, when possible, by the Drugs/Discipline Committee, Violence Protocol Committee or Superintendent.

References: Sections 20, 22, 23, 65, 85, 168, 177 *School Act*
 Provincial Standards for Codes of Conduct Order 267/07
 Freedom of information and Protection of Privacy Act
 Human Rights Code
 Canadian Charter of Rights and Freedoms
 Canadian Human Rights Act
 Criminal Code of Canada

Adopted: April 19, 2016
Reviewed: February 12, 2020
Revised: May 18, 2022

STUDENT DISCIPLINE

Background

The District believes that the conduct of students is to always contribute to a safe, orderly, and positive learning environment. Each student is expected to respect the rights and property of others, and to adhere to District and school procedures.

District and school procedures shall set expectations for student conduct that:

- Direct the student toward responsible behaviour;
- Maintain an orderly, positive school environment conducive to learning, and
- Protect persons and property.

Discipline expectations are designed to teach students to be responsible citizens in the school community. For mis-behaviour, there shall be reasonable disciplinary action that promotes personal/social development.

Procedures

1. Discipline

- 1.1. In general, consequences for inappropriate behaviour are to direct students to attain the attributes of an educated citizen and are to support the District's core values. An educational component that will help students understand the relationship between mis-behaviour and its impact on others can be vital to the discipline process. Wherever practical and appropriate, students will be provided with opportunities to make restitution for their mis-behaviour.
- 1.2. Consequences for inappropriate behaviour are to vary with the age of the students and severity of the behaviour, with severe, persistent, pervasive, or retaliatory mis-behaviour warranting stronger consequences.
- 1.3. The Principal of the school shall, in accordance with this Administrative Procedure and other procedures of the District, exercise paramount authority within the school in matters concerning the discipline of students. Discipline may include the suspension of a student from attending the school where in the opinion of the Principal, such action is warranted.
- 1.4. The Principal may, and is hereby authorized to suspend a student from the school for a period not exceeding five (5) consecutive school days provided that the student is assigned schoolwork, to be completed at home. An in-school suspension is not a suspension, it is reported as an exclusion.

- 1.5. Subject to clause 1.4, a suspension under clause 1.2 shall not be confirmed until the Principal has provided the student and parent an opportunity to review the suspension being considered.
 - 1.6. The Principal may and is hereby authorized to suspend a student from the school for a period exceeding five (5) consecutive school days, provided that an alternate educational program is made available to the student in another school, another District or through a home study program offered by the District. Such suspension may be in addition to and may be made during a period of suspension imposed pursuant to clause 1.2. A school-based Suspension Review Meeting will be held to consider a suspension in excess of five (5) days.
 - 1.7. Despite anything in Section 1, where a student, in the opinion of the Principal poses a present danger to the safety, health or welfare of other students or to employees of the District, or presents an immediate disruptive influence on the learning environment, the Principal may forthwith suspend the student and shall as soon as possible thereafter provide an opportunity for review as set out in clause 1.5.
2. Refusal of An Educational Program
- 2.1. In the case of a student 16 years of age or older, the District may refuse to offer an educational program where the student:
 - 2.1.1. Has refused to comply with this Administrative Procedure, the school procedures, or other procedures of the District; or
 - 2.1.2. has failed to apply himself or herself to his or her studies.
 - 2.2. Where the District is considering the refusal of an educational program to a student under clause 2.1, and before it makes any determination about such refusal, the Board shall:
 - 2.2.1. Ensure that the Principal has informed the student and the parent of that student that a refusal to offer an educational program is being considered
 - 2.2.2. Ensure that the Superintendent has provided to the student together with his or her parent a reasonable opportunity to meet with the Superintendent to review the reasons why a refusal to offer an educational program is being considered, and to provide an opportunity to make representations to the Superintendent as to why the student is not to be refused an educational program.
 - 2.2.3. Receive a report and recommendation in writing from the Superintendent,
 - 2.2.4. Provide the Superintendent's report and recommendations to the student and his or her parent together with notification of the date and time that the Board will meet to consider the matter.
 - 2.2.5. Meet to consider the report and recommendations of the Superintendent, hear from the student and their parent, and determine the matter.
 - 2.3. A refusal to offer an educational program under section 2 may be considered and determined notwithstanding that the student is at the time suspended from school pursuant to section 1, of this Administrative Procedure.

Administrative Procedure 355



3. Appeals

- 3.1. An appeal pursuant to section 11 of the School Act lies in respect of any decision relating to discipline or a refusal to offer an educational program made pursuant to section 1 or section 2 of this Administrative Procedure. See **Board Policy 13 – Appeals**.

Reference: Sections 6, 7, 8, 11, 17, 20, 22, 26, 65, 79, 85 *School Act*

Adopted: May 18, 2022

Revised: May 18, 2022

USE OF PERSONAL COMMUNICATION DEVICES (PCDs)

Background

Openness to new and future technologies and their educated use create opportunities for many constructive and positive uses that can aid the instructional process. Further, regulated use of some personal communication devices in the school and community, may contribute to the safety and security of students and staff. However, unregulated use of such devices may pose a risk to personal safety; may disrupt instruction; may invade personal privacy; and may compromise academic integrity.

Procedures

1. Normally, PCDs are to be stored in silent mode during instructional and school sponsored activities.
2. PCDs are not to be taken into test or examination settings unless students have been given permission to do so.
3. No images of students or staff in schools or at associated facilities or activities are to be uploaded to school, public, or private websites without the written consent of the person or persons and/or their parents, in the photograph or video.
4. Students who bring PCDs to the school are expected to comply with all parts of **Administrative Procedure 350 – District Student Code of Conduct**. Students who consistently refuse to comply with the District’s procedures for use of PCDs in the school setting may be subject to disciplinary measures detailed in the school’s rules, as well as the steps outlined in Administrative Procedure 350.
 - 4.1 Principals will use progressive discipline reflective of the age and maturity of the student, any special needs, and the severity and frequency of the unacceptable conduct.
5. Principals, in consultation with staff and appropriate stakeholders (including the parents’ advisory councils), are to formulate and implement specific procedures at each school site.
6. In the event of an emergency, such as a lockdown or an evacuation, the Principal will develop and inform the school community of the acceptable use of PCDs in that emergency.
7. PCDs are valuable electronic devices. The security and storage of these items is the sole responsibility of the owner/user. The District assumes no responsibility for the safety, security, loss, repair, or replacement of PCDs.
 - 7.1 PCDs which are taken temporarily from students by teachers or administrators must be securely stored.

Administrative Procedure 145



Reference: Sections 6, 8, 17, 20, 22, 65, 85 School Act
School Regulation 265/89

Adopted: May 18, 2022

Revised: May 18, 2022

ROLE OF DIRECTOR OF TECHNOLOGY

Background

Guided by the District's mission, vision, values and beliefs, our themes, goals and objectives, the Director of Technology will assist the Secretary-Treasurer in fulfilling the general and specific aspects of the role description for the Superintendent as defined in the *School Act* and Board policy.

Procedures

The Director of Technology is directly responsible and accountable to the Secretary-Treasurer.

The Director of Technology will have specific responsibilities for:

1. Student Learning
 - 1.1 Provides support for the effective use of technology to maximize twenty-first century student learning.
 - 1.2 Supports an education-centered approach to technology, to be developed and maintained throughout the District.
2. Student Wellness
 - 2.1 Provides support to ensure that each student is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
3. Technology Services Leadership
 - 3.1 Provides support on all matters related to District technology directions.
 - 3.2 Ensures that technical support maintains a focus on service.
 - 3.3 Manages contracted and alternative technology services.
 - 3.4 Provides support to ensure that ongoing technology infrastructure facilitates student learning in an inclusive environment according to the District goals.
 - 3.5 Keeps current with the latest technologies and support mechanisms.
4. Technology Services Management
 - 4.1 Monitors operation of the department and, in conjunction with Technology staff, makes any necessary changes that would improve and streamline the operation of the department.
 - 4.2 Works collaboratively to identify, recommend, develop, implement, and support cost-effective technology solutions for all aspects of District operations.

- 4.3 Coordinates the day-to-day activities of the Technology department and ensures all work is carried out in a timely fashion.
 - 4.4 Meets with sales representatives, coordinates evaluation of all new and existing equipment and supplies.
 - 4.5 Manages assigned projects for the Technology department.
 - 4.6 Provides technology and support for assistive technologies.
 - 4.7 Maintains the District digital resource library.
 - 4.8 Maintains a student information system.
 - 4.9 Maintains paperless meeting software.
 - 4.10 Coordinates the installation and support of video surveillance systems.
 - 4.11 Supports printer and multifunctional fleet.
 - 4.12 Supports school VoIP and intercom systems.
 - 4.13 Maintains the ever-greening of all networks and data servers, including the provision for secure backups.
5. Human Resources Management
- 5.1 Manages Technology staffing, including recruitment, supervision, scheduling, development, evaluation, and disciplinary actions.
 - 5.2 Maintains a continual dialogue with Technology staff to ensure that good performance is recognized and that potential problem areas are identified and resolved.
 - 5.3 In conjunction with school administrators, ensures that technology solutions, guidelines and standards are being effected.
 - 5.4 Conducts meetings and discusses with Technology staff any proposed changes to Board policy or service delivery, or as the need arises.
 - 5.5 Supports the professional development of District staff relative to the use of technology.
 - 5.6 Coordinates and delivers the Local Area Network (LAN) Administrators' in-services.
 - 5.7 Provides for the training and support of school administrators and teachers on educational or business technologies.
6. Fiscal Responsibility
- 6.1 Develops a departmental budget within the parameters and constraints of the District budget.
 - 6.2 Updates the Learning and Technology Plan for the District annually, ensuring consideration of changing priorities.
 - 6.3 Administers all contracts and service agreements related to Technology.
 - 6.4 Practices asset management for technology hardware, software, and equipment.

Administrative Procedure 452.1



6.5 Operates in a fiscally prudent and responsible manner.

7. Policy/Administrative Procedures

7.1 Recommends development or modification of Board policies or administrative procedures to the Secretary-Treasurer, within areas of responsibility.

7.2 Ensures application of Board policies and administrative procedures as required in the performance of duties.

8. Organizational Management

8.1 Within areas of responsibility, demonstrates effective organizational skills resulting in compliance with all legal and Board mandates and timelines and adherence to Secretary Treasurer's directives.

8.2 Maintains on-call availability as required for technology system stability.

8.3 Handles emergencies and deals with crisis situations in a team-oriented fashion.

9. Communications and Community Relations

9.1 Takes appropriate actions to ensure open and transparent internal and external communications are developed and maintained in areas of responsibility.

9.2 Ensures staff and students have a high level of satisfaction with the services provided and with the responsiveness of the Technology Services department.

9.3 Liaises with the Ministry to align District technology plans with provincial initiatives.

10. Secretary-Treasurer Relations

10.1 Establishes and maintains positive, professional working relations with the Secretary-Treasurer.

10.2 Honours and facilitates the implementation of the Board's roles and responsibilities as defined in Board policy and encourages staff to do the same.

10.3 Provides the information the Secretary-Treasurer requires to perform his role in an exemplary fashion.

10.4 Performs tasks as may be assigned by the Secretary-Treasurer.

11. Leadership Practices

11.1 Practices leadership in a manner that is viewed positively and has the support of those with whom he/she works in carrying out the Secretary-Treasurer's expectations.

11.2 Exhibits a high level of personal, professional, and organizational integrity.

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

Adopted: May 18, 2022

Reviewed: February 14, 2024

Revised: February 14, 2024

Steve Hopkins

From: steve.hopkins@sd47.bc.ca
Subject: FW: Trustee Travel

From: Nicholas Weswick <nweswick@sd46.bc.ca>
Sent: Tuesday, February 6, 2024 1:52 PM
To: Danielle Haverstock <DHaverstock@sd48.bc.ca>; Steve Hopkins <steve.hopkins@sd47.bc.ca>
Cc: Amanda Amaral <aamaral@sd46.bc.ca>; Kate Kerr <kkerr@sd46.bc.ca>
Subject: Trustee Travel

Caution! This message was sent from outside your organization.

Hi to you both,

I'm writing to inform you that our School Board wished to support participation in the upcoming professional development event on March 9th. We are offering a travel subsidy of \$150 per trustee who wishes to attend.

This subsidy is part of our commitment to encourage professional growth and collaborative learning among our districts. Please share this information with your trustees, highlighting the opportunity to engage with peers and gain valuable insights that can benefit our schools and students.

For any questions or more details about the event and the subsidy, please feel free to contact me. We hope to see your trustees at the event and look forward to the shared learning experiences it will offer.

Thanks,

Nicholas Weswick (he/him)

Secretary-Treasurer
School District 46 – Sunshine Coast



Address: PO Box 220 - 494 South Fletcher, Gibsons, BC V0N 1V0
Direct: (604) 886-4484 | **Mobile:** (604) 989-5485
Web: www.sd46.bc.ca

We acknowledge with respect the unceded and traditional lands and waters of the *Skwxwú7mesh* Úxwumixw and the shíshálh Nation where we gather, learn, and collaborate with one another.

BCSTA LEADERSHIP SERIES

“LEADERSHIP FOR CONTINUOUS IMPROVEMENT”

PROFESSIONAL LEARNING AND BUSINESS AGENDA

Draft Agenda		
Coffee and Breakfast		
8:00am	Registration Opens	
8:30am	Introductions and Opening	Local Elders
9:00 – 10:15am	Framework for Continuous Improvement ‘Trustee talk’; Activation activity Questions to be asked throughout the year Data and evidence, is it working? Current ministry focus...why? BCSTA Knowledge Series and other initiatives?	Tracy Loffler Gordon Li
10:15-10:30am	Break	
10:30–12:00pm	How Are We doing? Data indicators Children and Youth in Care The Framework Local Information Systemic Issues	FNESC; Connor and team (TBD) MECC: Brad Baker or Denise Augustine
12:00pm	Lunch	
1:00 – 2:30pm	RCY on Students in Care Empathy Stores; children in context Children in Care – Mental Health Schools are such critical places Intervention for improved outcomes for Children in Care (FESL)	Dr. Charlesworth
2:30-2:45pm	Break	
2:45–4:00pm	Ecocycle Planning Interactive work sessions leading to possible action in your districts (Board and Staff) Working with of series content How to actualize the learning	Tracy Loffler Gordon Li
4:00pm	End of Day	

Steve Hopkins

From: steve.hopkins@sd47.bc.ca
Subject: FW: South Coast Branch Motion

Hi Kirsten, Jaclyn and Cynthia,

We have our Committee of the Whole meeting tomorrow and the branch motion is on the agenda. Were your boards able to clarify their position regarding the motion?

Specifically the original motion:

"THAT the Sunshine Coast School District request that the BCSTA South Coast Branch put forth a motion advocating for per pupil funding to support districts with infrastructure capacity required to coordinate child care initiatives in school districts."

Or the amended motion?

A request for 'per space' funding for rural/remote communities.

I'll update you on the March 9th training session details tomorrow after our meetings.

Warm regards, Stacia.

Stacia Leech (she/her)

Trustee | Vice Chair

SCHOOL DISTRICT 46 - SUNSHINE COAST

<IMAGE009.PNG>

Address: PO Box 220 - 494 South Fletcher, Gibsons, BC V0N 1V0

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Partner Liaison Meeting

2024

CONFERENCE WIFI – Radisson Guest

Location: Radisson Vancouver Airport, 8181 Cambie Rd Richmond, B.C.

February 9, 2024 | 8:30am – 3:40pm



MEETING AGENDA

TIME	TOPIC	PRESENTER
<i>Registration & Breakfast: 7:30 – 8:30am</i>		
8:30 – 8:45am	Opening and Territorial Welcome	Suzanne Hoffman <i>CEO, BCSTA</i> Alec Guerin <i>Musqueam Nation</i>
8:45 – 8:55am	BCSTA President Opening Remarks	Carolyn Broady <i>BCSTA President</i>
8:55 – 9:10am	Minister of Education and Child Care & Minister of State for Child Care Opening Remarks	Hon. Rachna Singh <i>Minister of Education & Child Care</i> Hon. Mitzi Dean <i>Minister of State for Child Care</i>
9:10 – 9:15am	Welcome and Preview of the Day	Suzanne Hoffman <i>BCSTA CEO</i>
9:15 – 9:45am	Framework for Enhancing Student Learning Update	Cloe Nicholls <i>Assistant Deputy Minister</i>
9:45 – 10:45am	Supporting Student Success	Melanie Stewart <i>Associate Deputy Minister</i> Cloe Nicholls <i>Assistant Deputy Minister</i> Mary Shaw <i>Assistant Deputy Minister</i>
<i>Health Break: 10:45 – 11:00am</i>		
11:00 – 12:00pm	Safe and Inclusive Schools	Michael Hancock <i>Partner, Harris & Co Legal Services</i>
<i>Lunch: 12:00 – 1:00pm</i>		
1:00 – 1:30pm	Bill 40 Legislation Implementation	Jennifer McCre <i>Assistant Deputy Minister</i>
1:30 – 2:30pm	Artificial Intelligence	Eleanor Liddy <i>Assistant Deputy Minister</i>

TIME	TOPIC	PRESENTER
2:30 – 3:30pm	Board Governance Through Challenging Times – Lessons Learned and Preparing for the Future	Jennifer McCrea <i>Assistant Deputy Minister</i> Suzanne Hoffman <i>CEO, BCSTA</i> Teressa Downs <i>Superintendent, SD 74</i> Ray Velestuk <i>Secretary Treasurer, SD 34</i>
3:30 – 3:40pm	Closing Remarks	Christina Zacharuk <i>Deputy Minister</i> Suzanne Hoffman <i>CEO, BCSTA</i>
<i>End of day</i>		

DRAFT

STAFF SOGI BINGO

SBO Staff, Trustees, District Coordinators & Sr. Administration

Complete your BINGO card by May 17th, 2024

Submit photos of your activities to willow.dunlop@sd47.bc.ca

Win Prizes: Individuals completing a row;
 Staff teams completing a card

~~Personally donate to any 2SLGBTQIA+ not-for-profit~~

Listen to this CBC interview with Pride Flag creator Gilbert Baker

With a colleague, role-play responding to SOGI Opposition

Read We Have Always Been Here, by Samra Habib

~~Wear a visible marker of allyship for a week (pins)~~

~~Join a SOGI 123 Webinar, OR register then view a recording~~

Discuss colonization and gender with a colleague using this video

>Two members read and discuss Love Lives Here, by Amanda Jette Knox

Take a (group?) photo on Pink Shirt Day

Read through this current glossary of terms from Qmunity

Discuss the story "Jerome By Heart" with a relative

Have a Wear The Rainbow day

Free space. Make up your own thing!

Complete this (1hr) free online course + share out

~~Listen to this playlist of Two-Spirit & Indigiqueer artists~~

Watch the Out On Screen film Niish Manidoowag with someone

~~With colleagues, play this Kahoot!~~

Paint your fingernails rainbow

Watch the NFB's film "Beauty".

~~Read the letter included in this blog in response to anti-SOGI~~

Discuss Brian Gidinski's "The Performance of Pink" with a colleague

Attend in support of a community event hosted by Trans gathet

~~Listen to this podcast by Jen Green on Decolonizing Gender~~

(Re)read this document on responding to anti-SOGI Constructively

Share one personal SOGI-learning goal with a colleague



LOST BOYS CONSULTING

Advancing guys' well-being through health & education

[LOST BOYS CONSULTING](#)[BLOG](#)[BRYAN GIDINSKI](#)[BRYAN'S WORKSHOPS](#)[PREVIOUS CONFERENCES / PRESENTATIONS](#)[SFU SEMINAR](#)[SOGI RESOURCES](#)[MENTORSHIP OPTIONS](#)[FEARS AND PHOBIAS](#)[CONTACT BRYAN](#)

THE PERFORMANCE OF PINK

The Performance of Pink: Some Reflections on Pink T-Shirt Day

I always find it difficult to articulate my feelings around Pink T-Shirt Day, but this year I thought it was worth the effort. Recently, I was involved in a seminar for Simon Fraser University Student Teachers in the Faculty of Education and someone posed the question: “How do you feel about days of recognition like Pink T-Shirt Day?”

If I'm being honest, I simultaneously hate them AND recognize the need for them. I'm networked to other LGBTQ+ advocates and activists who find the day cringe-worthy, and, for many of us,

the day approaches with frustration and trepidation. Though well-intentioned, I struggle with the way that the day is often handled in schools. Lately, I have Lin-Manuel Miranda's song from "Encanto" in my head, but I've replaced the lyrics, "We Don't Talk About Bruno-no-no" with "We Don't Talk About Homo-pho-bia."

My frustration from days like Pink T-Shirt Day comes from the potentially performative aspect involved. I worked at a school that participated in a Pink T-Shirt Day flash mob event. We rehearsed choreography to perform in the stands at a Vancouver Giants game (back when they hosted their games at The Coliseum). The opportunity to be part of a flash mob is a powerful thing. There is merit in the sense of community experienced as being part of a collective energy that is hard to capture in other contexts.

What I struggled with was the discrepancy between the number of hours invested in learning and practicing the dance in comparison to the amount of time spent developing understandings about the origins of the day or what we were attempting to communicate by participating. Even the song selection became quite sanitized, focusing on the inspirational, but somewhat superficial, and failing to centre the music of queer artists who might have commentary on the kind of bullying the day is supposed to address.

I was a student in the elementary schools that I now work in. I experienced the kind of bullying and harassment that Pink T-Shirt Day is a response to. While we have taken strides to make progress, I'm consistently reminded of how misconceptions about gender expression and sexual orientation are still as pervasive as they were when I was a student. I experienced homophobic harassment long before I understood or could articulate my own sexuality. So, it wasn't even necessarily about being gay. It was about being *perceived* as being gay. A lot of boys who demonstrate stereotypically feminine traits or feminine preferences often have their masculinity and their sexuality questioned. These perceptions about their sexuality are often weaponized against them. Decades later, I still have very vivid memories of some of those exchanges, and the feelings associated with them. The incident in Nova Scotia in 2007, where a boy was subjected to homophobic taunts for wearing a pink shirt to school, prompting Travis Price and David Shepherd to take action is a fairly routine example of this.

We've all probably had those moments where we've felt guilt about interactions we've witnessed and lacked the courage to intervene. Those teens took action and should be applauded, but I struggle with the Random Acts of Kindness narrative attached to Pink T-Shirt Day. It wasn't a random act. It was a targeted and purposeful response with an objective. It was a product of observing hurt and isolation that conflicted with their values and that they wanted to do something about. It was a response to witnessing homophobic taunts and engaging in a peaceful and productive demonstration to combat that specific behaviour and to communicate a sense of "you are not alone" to the young boy who was targeted. When we don't include that part of the narrative, and we separate the victim from the event, we potentially end up with just another "saviour" narrative.

There are many ways in which we continue to perpetuate the idea that it's okay to hurt queer people. You don't have to look too far to find examples that include politicians and parents objecting to the presence of LGBTQ+ identities in books, faith-based opposition to banning conversion therapy, and the inordinate number of anti-trans bills being proposed or enacted south of our border.

In the last few years, I've noticed a shift in the conversation to celebrations of kindness. I want to be clear that I'm NOT saying that conversations about kindness aren't important. I acknowledge that they are. But, to celebrate a day which originates in responding to hurtful and homophobic behaviour without mentioning or exploring homophobia feels somewhat disingenuous, and it does feel like the day has been appropriated. It's a little like talking about finances without ever mentioning money.

We use words like "diversity" that dilute the conversation so it becomes a "sanitized" version of only the differences that don't challenge or offend us. I'm not intending to say we shouldn't talk about diversity, but I am saying that there are occasions where we need to name and specify the diversities of which we speak. What we choose not to name or speak about is as significant a part of curriculum as what we promote and celebrate. Part of what we communicate when we choose not to address the homophobic origins of the day, has the potential (even if unintended) of saying that we don't talk about the experiences of queer people, and we don't promote their protection.

I reiterate that it's not that we shouldn't talk about kindness, or even that we shouldn't put an emphasis on it. My concern is that, when we limit the conversation to kindness, we leave a lot unresolved and unmentioned. We've witnessed a number of celebrities and public figures being held accountable for their words or actions (whether accused of being homophobic, transphobic, racist, sexist, misogynistic or otherwise). What we've also observed is other celebrities and public figures coming forward to defend them, dismissing the accusations because said celebrity has always been kind to them, negating the victims' stories because it wasn't their experience (consequently, resulting in some pretty glaring examples of gaslighting). It becomes a little problematic if we're not having a more nuanced conversation about kindness, and the recognition that some people who are perceived to be kind are quite selective about who they are kind to.

I'm happy to encourage students to wear pink, but I struggle with pressuring them to do so, particularly without a deep and purposeful understanding of why they're being asked to. I get frustrated by schools that offer prizes for the class with the most pink t-shirts, because one demonstration of genuine support can be more meaningful than twenty four that lack understanding or conviction. Heck, my niece would gladly wear a pink t-shirt every day. I'd just appreciate that when she wore pink on this day, that she understood that it meant something more. My hope is that she'll understand that it is a way of saying "Hey, I recognize some of the pain people experience and I'm going to stand up for them so they don't have to feel alone" or "I want people to know that I love my uncle and it's not okay to say hurtful things to him or to people like him."

That's a message that many LGBTQ+ students and their families would love to hear that is not quite covered by "kindness" or by generic conversations about bullying.

It's not my intention to suggest that we shouldn't be combatting all forms of bullying. We absolutely should, but I feel like the piece of the conversation that is often missing is how specific people are targeted and harassed for things that are aspects or perceived aspects of their identity. When we acknowledge that targeting people by their sexual orientation (or perceived sexual orientation), by their disability, by their gender, by their race, by their socio-economic status, or any other aspect of their identity, we are dealing in the realm of values and that's much more complicated to navigate than when we make our conversations generic. Generalizing the origins of the day offers permission for many to avoid uncomfortable topics, while ignoring how uncomfortable it is for those who are subjected to chronic, targeted harassment. And, while I understand that it is important to show compassion to the bullies and to address whatever is going on for them, it's difficult to watch concerns about the well-being and outcomes for the bully prioritized over victims they targeted.

In the context of conversations about kindness, I've heard extensions about healing and uplifting others. Ambitious and well-intentioned objectives, but it's tough to heal from something when that trauma continues to be surfaced and we collectively decline to acknowledge or specify the things that cause the trauma (in this case, overt homophobic behaviour). It's like attempting to do Truth & Reconciliation, without addressing the Truth.

It's not my intention to derail conversations and learning opportunities about kindness, but rather an attempt to encourage others to consider how they recognize this day and invite them to complement those conversations with extensions that deal with deeper understandings about how people who are targeted feel – particularly because they are often targeted for things they cannot control. I encourage people to consider how they engage with this day to avoid powerful opportunities for advocacy, and opportunities to engage in genuine allyship, and, inadvertently, killing them with "kindness."

I've included a link here to a lesson that I think is helpful for young students to better appreciate the origins of the day and the role that homophobia might play in how we perceive, react to, and treat others. You can find the lesson at: <http://www.lostboysconsulting.ca/jerome-by-heart-jerome-par-coeur/>

My hope in you having taken the time to read this, is that you extend the learning beyond Pink T-Shirt Day and beyond conversations about kindness. One of the most powerful engagements about the origins of Pink T-Shirt Day that we had in a school I taught at was that we used the February date as a catalyst and The International Day of Pink (celebrated in the second week of April) to frame our explorations. It allowed educators to make plans for developing understandings intermittently and over a number of weeks. We recognized the learning with regard to homophobia, empathy, and understandings in an assembly in April to honour the International Day

of Pink – a similarly themed day, but initiated by gay student, Jeremy Dias. “After coming out in high school, Jeremy faced extreme cases of discrimination by students & school officials. At 17, he began a legal case against his school and school board, and at 21 won Canada’s second-largest human rights settlement. Jeremy used the money to found the Canadian Centre for Gender & Sexual Diversity, the International Day of Pink and the Jeremy Dias Scholarship.”

(<https://ccgsd-ccdgs.org/jeremy-dias-founder/>)

My hope is that we recognize that kindness and action do come from places of purpose and that recognizing harm and responding with empathy is important. My hope is that we strive for allyship and advocacy that is genuine and respectful of the LGBTQ+ experiences and voices that endure the emotional labour that days like this attempt to acknowledge. My hope is that we engage in meaningful exchanges that centre progress over performance, and that, ultimately, we avoid the performance of pink.

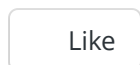
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ANNUAL BOARD WORK PLAN 2023-2024

JULY

- CSBA Conference

SEPTEMBER

- Receive Enhancing Student Learning Report
- Review School Growth Plans
- Review Audit Findings Report
- Adopt Annual Financial Statements
- Adopt Minor Capital Projects
- Review Executive Compensation Disclosure
- Recognize Orange Shirt Day – Every Child Matters

OCTOBER

- Recognize World Teachers' Day

NOVEMBER

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives

DECEMBER

- Receive Statement of Financial Information
- Approve Trustee Appointments to Committees and Community Liaison Groups
- Attend BCSTA Trustee Academy

JANUARY

- Receive Strategic & School Growth Plan Interim Report
- Review Trustee Remuneration
- Submit Financial Disclosure Forms by January 15th
- Recognize Literacy Week

FEBRUARY

- Adopt Amended Annual Budget
- Review School Calendar Consultation Information
- Chairperson – Represent Board at Ministry of Education Annual Partner Liaison Meeting
- Represent Board at BCSTA Provincial Council
- Recognize Pink Shirt Day – Anti Bullying

MARCH

- Approve School Calendar Submission
- Review Provincial Motions for BCSTA AGM
- Approve Budget Process

APRIL

- Review Government Grant Information
- Attend BCSTA AGM
- Recognize Anniversary of Tla'amin Treaty

MAY

- Review Annual Facility Grant Plans
- Recognize Mental Health Week
- Attend May Day Celebration
- Attend District Track and Field Event

JUNE

- Adopt Annual Budget
- Adopt Major Capital Projects
- Receive Carbon Neutral Action Report
- Review Strategic Plan
- Review Board Meeting Calendar
- Review Board Work Plan
- Recognize National Indigenous Peoples Day
- Recognize Children and Youth in Care Week
- Attend Graduation Ceremony

OTHER ITEMS SCHEDULED AS NEEDED

- Review Board Policies and Bylaws
- Review and Approve Capital Project Bylaws
- Trustee & Superintendent Evaluations
- Hear Appeals as needed
- Represent Board at BCSTA Branch Meetings
- Represent Board at Provincial Council and BCPSEA Meetings and Events
- Attend School Functions
- Attend Employee Recognition Events