



COMMITTEE OF THE WHOLE

12:00 pm, Wednesday, June 12, 2024
School Board Office

AGENDA

1. APPROVAL OF AGENDA

- 1.a) **MOTION:** “THAT the Committee of the Whole Meeting Agenda of June 12, 2024, be adopted as circulated.”

2. STANDING COMMITTEES

2.a) Education & Strategic Planning Committee

- 2.a.i) District Planning Day Summary (oral)
- 2.a.ii) Framework for Enhanced Student Learning (FESL) Report Preparation
- 2.a.iii) Childcare Programming Update (oral)
- 2.a.iv) BAA Course – Brooks Publishing and Yearbook 11
- 2.a.v) BAA Course – Brooks Publishing and Yearbook 12

2.b) Finance & Facilities Committee

- 2.b.i) 2024/2025 Annual Budget Information
- 2.b.ii) 2023 Climate Change Accountability Report

Policy Committee

- 2.c) 2.c.i) AP 100 – Strategic Planning: Reporting & Accountability
AP 145 – Use of Personal Digital Devices
AP 175 – Safety: Violence in the Workplace for District Employees
AP 194 – Sexual Misconduct (*New*)
AP 206 – Sexual Health
AP 310 – Supervision of Students
AP 311 – Safe, Caring and Orderly Schools
AP 313 – Harassment & Bullying – Students (*New*)
AP 325 – Child Abuse Investigation in Schools
AP 350 – Student Conduct/Codes of Conduct
AP 355 – Student Discipline
AP 409 – Harassment & Bullying – Staff (previously AP 170)
AP #### – Violent Risk Threat Assessment (*New*)
- 2.c.ii) 24/25 Draft Board Meeting Calendar
- 2.c.iii) 24/25 Draft Board Work Plan

3. COMMITTEE REPORTS

3.a) Sustainability Committee Recommendations

4. OTHER INFORMATION

4.a) Prospective Letter advocating for more financial resources in support of reconciliation initiatives – Discussion

4.b) Partners in Education School Calendar

4.c) Board Work Plan – For Information

ADJOURNMENT

SH/attachments

LAND ACKNOWLEDGEMENT

We are gathering today on the lands of the Coast Salish peoples, specifically the treaty territory of the Tla'amin Nation on which qathet School District resides.

We are grateful to live and work on the lands stewarded by Tla'amin peoples since time immemorial.



PLANNING DAY



STRATEGIC PRIORITIES

Cultivating an Ethic of Learning (tituwšem ʔəms taʔow)

Ensure early learners and students have the best possible learning experience.

Cultivating Curiosity (payot gagayəłtən)

Transform our learning environments into places of innovation.

Cultivating Connection (paʔa kʷums qʷayigən)

Prioritize mental health, community connections, and social-emotional learning.

Supporting Self-Determination (ʔaʔenxʷegəs)

Ensure holistic Indigenous student success.

Cultivating Truth and Reconciliation (gənaʔxʷuθs)

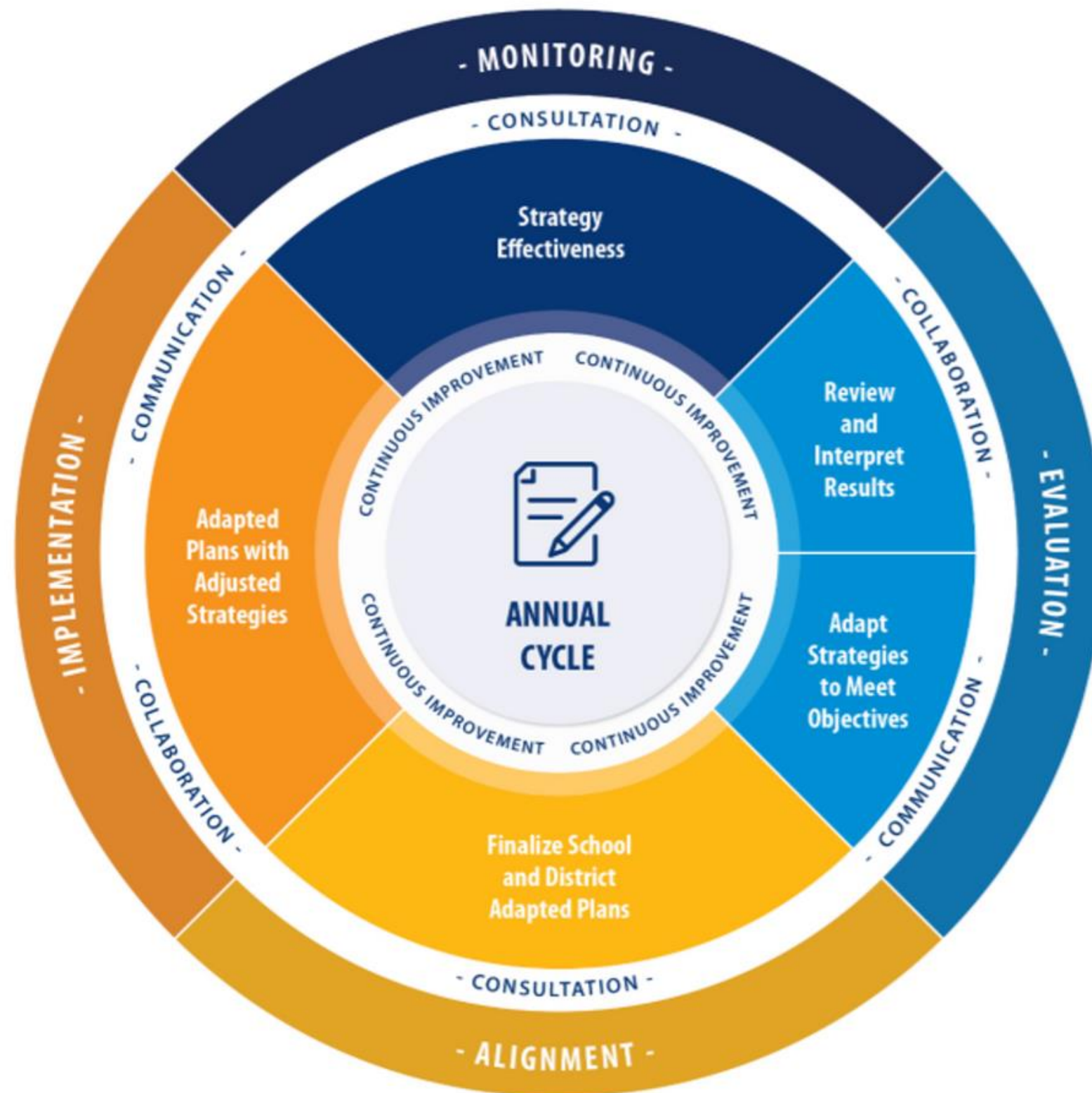
Honour Truth and reconciliation.

Cultivating Integrity/Responsibility (hays qayməmuxʷ ʔayʔaytawθ)

Prioritize climate change, organizational health, and sustainability.

10 JOURNEYS OF DECOLONIZATION

- Relationship with self
- Relationship with other
- Transformative learning
- Understand the impacts of power and privilege on relationships and social justice
- Growth in understanding and trauma
- Growth in understanding of healing and wellbeing
- Authentic relationship with, and appreciation of, land and rights
- Passionate commitment to learning, especially from Elders and Knowledge Keepers
- Recognize and honour the central role of Women in healthy and just societies
- Children are sacred





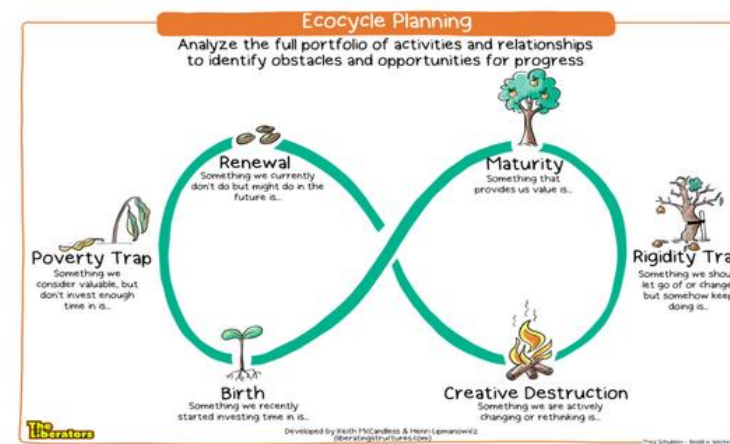
Staff examine **data** and **implementation strategies**, consider school specific data and District **professional development goals**, and choose **new focus areas** if enough impact has been made.

STRATEGIES AND TOOLS

DATA WALK



ECOCYCLE



SWOT



ANNUAL REPORT

Framework for Enhancing Student Learning

Review and Preparation

PURPOSE



REVIEW

review and analyze student learning data and evidence

REFLECT

reflect on the past year's progress towards meeting strategic plan priorities and outcomes

PLAN

plan for the coming year and share strategic operational adjustments, adaptations, and next steps.

SECTION A

gather, analyze, and
interpret data

01 Intellectual Development

02 Human & Social Development

03 Career Development



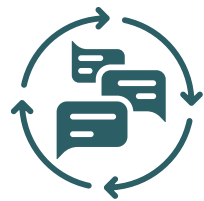
SECTION B

CONTINUOUS IMPROVEMENT

Information about the district's **approach** to continuous improvement of student achievement, such as summaries of **successes** and ongoing strategic **engagement** processes and an outline of strategic and operational **adaptations**.



BUILDING THE ENHANCING STUDENT LEARNING REPORT



FEEDBACK FROM LAST YEAR

Reviewing local and provincial suggestions



COMMUNITY OF PRACTICE

Learning and sharing challenges and promising practices around engagement and strategic planning



COACH FROM THE MINISTRY

Working with a coach to provide ongoing thought partnership and support

THANK YOU

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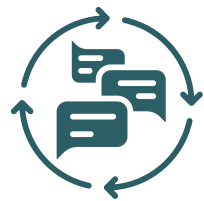
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THANK YOU



qathet School District Board/Authority Authorized Course

School District/Independent School Authority Name: qathet School District 47	School District/Independent School Authority Number (e.g. SD43, Authority #432): School District 47
Developed by: Michelle Doyle	Date Developed: April 17, 2024
School Name: Brooks Secondary School	Principal's Name: Jasmin Marshman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Publishing and Yearbook 11 (YCCT 11A)	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Equipment: Computer Lab, Publishing Software (Canva, Photo Shop), Cameras, Layout site from Publisher

Materials: Training videos. Guidebooks, Manuals, and student packages from the yearbook publisher

Instructor Training: Background in English Language Arts, Photography and Computer Layout, digital media an asset

Course Synopsis:

Publishing and Yearbook 11 provides the opportunity for students to collaborate and work together to create a yearbook for the school. Students use and develop media and technology skills, communication skills, and art/design and work transferrable skills in creating the yearbook. Students work on all aspects of the yearbook including design, content, and photography, as well as developing both theme and content guides for the production of all pages. Students may also have the opportunity to produce an independent published project.

The course is taught in conjunction with Publishing and Yearbook 12. Publishing and Yearbook 12 students will serve as mentors, group leaders, and final editors for the Publishing and Yearbook 11 students.

Goals and Rationale:

The goal for this course is to give students the opportunity to work on a project of importance to themselves and to their school. It is a course where individual assignments and responsibility contribute to the completion of the common project of the class, to be shared with the student body and the community. Course credit for the yearbook not only encourages, promotes, and awards positive participation in the yearbook process, but also it is an opportunity for students to actively combine academic, creative, and personal skills together resulting in a culminating project that demonstrates learning. The assignments for the course are the tasks needed to complete the yearbook, making this course a project-based, student-centered course that meets the outcomes of BC's Core Competencies.

The following Core Competencies are reflected in the course.

- **Communication** – connecting and engaging with others, focusing on intent and purpose, acquiring and presenting information, working collectively, supporting group interactions, and determining common purposes
- **Thinking** – creating and innovating, designing and developing, reflecting and assessing
- **Personal and Social** – identifying personal strengths and abilities, contributing to community, resolving problems

Aboriginal Worldviews and Perspectives:

Publishing and Yearbook 11 focuses on **Connectedness and Relationship** and relates learning to students' selves, families, and communities. This course demonstrates many of the values illustrated in Aboriginal Worldviews and Perspectives while we work to build a team of editors, photographers, and graphic designers.

Specific characteristics that will guide teaching and learning in this course are as follows:

- 1) **Local Focus** – This course is focused on students choosing and creating photo layouts that commemorate their shared local school experience within their community.
- 2) **Emphasis on Identity** – Self-awareness and self-expression is promoted through personal reflection of all experiences and planning regarding their yearbook contributions. The identity of school groups and individual students is demonstrated throughout the pages of the completed book.
- 3) **The Power of Story** – Self-reflection, retelling of experiences, and making connections to own experiences will be a main component of the class discussions. The finished yearbook will tell a story of this school year and its students and staff. The teachable moment from

both student and teacher will drive discussions and storytelling. The idea that “students benefit from opportunities to tell their own experiential stories and listen and respond to those of peers” is an important feature of the course.

- 4) **Experiential Learning** – All activities and learning will be derived from and connected to direct experiences that will take place during the course. This is an action-based course in which students must be productive and work collaboratively towards a common goal.

BIG IDEAS

<p>Yearbook is an essential element of school culture and reveals insights into the student experience, showcasing the cultural, social, recreational, and academic diversity of the school environment.</p>	<p>Media tools, technology, and art can be learned and adapted for specific purposes, including photo editing and design layout to create a visually appealing product.</p>	<p>Publishing and journalism require digital citizenship and ethical considerations regarding consent, representation, and editing practices to ensure respectful and responsible content.</p>	<p>Teamwork, time management, effective communication, problem solving, reflection, and collaboration are needed to plan, organize, and execute the completion of a school yearbook.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Design and Create:</p> <ul style="list-style-type: none"> • Create a story through images and written works using imagination and inquiry • Experiment with photography as a means to communicate a theme and emotion • Create a theme that continues throughout the finished product • Experiment with innovative photographic images for a specific audience • Develop photographic skills and techniques related to various styles and genres • Develop digital design skills and techniques related to various styles and genres • Experiment with innovation in creating photographic images, digital layouts, and written expression and resolving creative challenges 	<p><i>Students are expected to know the following:</i></p> <p>Concept Development:</p> <ul style="list-style-type: none"> • The steps involved in bring a yearbook to print • Strategies to develop a plan and ladder diagram that incorporates all groups of the student population in the publication • Features to identify and explain good design in a variety of publications <p>Create:</p> <ul style="list-style-type: none"> • Edit team members work and help ensure a common theme and a consistent voice • Be able to apply standards to their production and layout design • Use technology to organize, plan, design, and produce yearbook events, pages, and write ups

Industry Standards:

- Consider and learn how photographers and graphic designers use materials, technologies, processes, and environments in yearbook production
- Develop and consider design choices in photography and graphic design
- Understand the social responsibility of publishing a yearbook
- Meet real life deadlines within the **constraints** of the production process
- Engage in digital citizenship throughout the design process
- Contribute to discussions on budgets that reflect the sales associated with the yearbook

Connect and Expand:

- Demonstrate safe and responsible use of materials, equipment, and work space
- Evaluate personal, educational, and professional opportunities in photography, graphic design, and related fields
- Connect with diverse student communities to represent Indigenous and other diverse groups of students

Communication:

- Demonstrate respect for self, others, and place through photography and written expression
- Communicate and collaborate effectively with students, teachers, and others to gather and create the photos needed for the yearbook.

- Use different cameras and photography skills to photograph events
- Write copy and captions appropriate to the content

Publishing Industry:

- Aspects of digital citizenship
- Ethics of reporting, photography, and copyright laws
- Required software applications

Leadership and Self:

- Strengths that are brought to the yearbook project team
- Their own contributions to the yearbook production and be able to assess and evaluation those contributions
- Personal areas for improvement and put in action plans for improvement

Big Ideas – Elaborations

Curricular Competencies – Elaborations

Content – Elaborations

Recommended Instructional Components:

Direct Instruction - photography, page design, writing, steps and plan

Modelling - how to take a photo, how to design a page, how to manage files, how to use the yearbook website

Experiential - task based challenges to practice the skills needed in creating page layouts

Group work - photoshoots, event photography, page design

Independent work - photography, design, editing, assigned layout pages

Peer reviews - opportunities to provide in progress and final critiques of work

Self-reflection and work-logs – opportunities to assess own production, work ethic, and efficiency

Recommended Assessment Components:

Ensure alignment with the [Principles of Quality Assessment](#)

Term 1 – assessment will be based on learning using formative practice to acquire the skills needed to produce the yearbook

Term 2 – assessment will be based on the production of pages and completion of tasks toward the final outcome of a completed yearbook

Quality assessment

- is fair, transparent, meaningful, and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Learning Resources:

- Collection of yearbooks
- Lifetouch Yearbook training resources and videos

Adviser Resource Hub

The new schools.lifetouch.com [Adviser Resource Hub](#) is your central location for resources, training, and educational tools.

Additional Information:

Some parts of this course curriculum were adapted from the following:

- Victoria School District Yearbook 11
- Cowichan Valley School District Yearbook Journalism 11 and 12
- BC Core Competencies



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School Name: Brooks Secondary School	Principal's Name: Jasmin Marshman
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Publishing and Yearbook 12 (YCCT 12A)	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Equipment: Computer Lab, Publishing Software (Canva, Photo Shop), Cameras, Layout site from Publisher

Materials: Training videos. Guidebooks, Manuals, and student packages from the yearbook publisher

Instructor Training: Background in English Language Arts, Photography and Computer Layout, digital media an asset

Course Synopsis:

Publishing and Yearbook 12 builds on the skills developed in Publishing and Yearbook 11, giving students the opportunity to improve on their production from the previous year, try new creative ideas, and provide mentorship and leadership within the class. Publishing and Yearbook 12 also provides the opportunity for students to collaborate and work together to create a yearbook for the school. Students use and develop media and technology skills, communication skills, and art/design and work transferrable skills in creating the yearbook. They work on all aspects of the yearbook including design, content, photography and develop both theme and content guides for the production of the pages. Students may also have the opportunity to produce an independent published project.

The course is taught in conjunction with Publishing and Yearbook 11. Publishing and Yearbook 12 students will serve as mentors, group leaders, and final editors for the Publishing and Yearbook 11 students.

Goals and Rationale:

The goal for this course is to give students the opportunity to work on a project of importance to themselves and to their school. It is a course where individual assignments and responsibility contribute to the completion of the common project of the class, to be shared with the student body and the community. Course credit for the yearbook not only encourages, promotes, and awards positive participation in the yearbook process, but also it is an opportunity for students to actively combine academic, creative, and personal skills together resulting in a culminating project that demonstrates learning. The assignments for the course are the tasks needed to complete the yearbook, making this course a project-based, student-centered course that meets the outcomes of BC's Core Competencies.

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- **Personal and Social** – identifying personal strengths and abilities, contributing to community, resolving problems

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Additional Information:

Budget Report

Powell River School District No. 47
2024/2025 Preliminary Budget

Powell River School District No. 47

Revenue and Allocations to Budget Center

Provincial Grants - Ministry of Education	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Operating Grant - Ministry of Education	\$41,885,919	\$40,300,516
Miscellaneous Ministry of Education Funding	\$351,260	\$795,676
Pay Equity	\$243,304	\$243,304
Reduction for Local Education Agreement	(\$1,032,389)	(\$1,032,389)
Total Provincial Grants - Ministry of Education	\$41,448,094	\$40,307,107
% of Revenue and Allocations to Budget Center	87%	87%

Provincial Grants - Other	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Grants - Other Ministries	\$75,000	\$75,000
Total Provincial Grants - Other	\$75,000	\$75,000
% of Revenue and Allocations to Budget Center	0%	0%

Other Revenue	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Other School District/Education Authorities	\$110,000	\$120,008
Summer School Fees	\$7,500	\$8,120
International Student Fees	\$600,000	\$600,000
First Nations Funding - LEA	\$1,032,389	\$1,032,389
Miscellaneous Revenue	\$80,000	\$80,000
Total Other Revenue	\$1,829,889	\$1,840,517
% of Revenue and Allocations to Budget Center	4%	4%

Rentals And Leases	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Facility Rentals	\$85,400	\$138,900
Total Rentals And Leases	\$85,400	\$138,900
% of Revenue and Allocations to Budget Center	0%	0%

Investment Income	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Interest on Investments	\$150,000	\$150,000
Total Investment Income	\$150,000	\$150,000
% of Revenue and Allocations to Budget Center	0%	0%

Other Transfers	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Prior Year Surplus	\$817,684	\$835,065
Special Purpose Funds	\$3,125,809	\$3,068,445
Total Other Transfers	\$3,943,493	\$3,903,510
% of Revenue and Allocations to Budget Center	8%	8%

Total Revenue and Allocations to Budget Center	\$47,531,876	\$46,415,034
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Expenditures

Educators	2024/2025 Preliminary Budget	2023/2024 Amended Budget
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Educators	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Principal/Vice-Principal	\$3,076,157	\$3,443,328
Principal/Vice-Principal FTE	17.000 FTE	19.600 FTE
Principal/Vice-Principal Salary	\$2,521,440	\$2,822,400
Principal/Vice-Principal Benefits	\$554,717	\$620,928
Principal/Vice-Principal Total Salary and Benefits	\$3,076,157	\$3,443,328
Teacher	\$20,979,941	\$20,240,743
Teacher FTE	178.800 FTE	177.675 FTE
Teacher Salary	\$16,919,308	\$16,323,180
Teacher Benefits	\$4,060,634	\$3,917,563
Teacher Total Salary and Benefits	\$20,979,941	\$20,240,743
Total Educators	\$24,056,098	\$23,684,071
% of Expenditures	51%	51%

Support Staff	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Accounting	\$257,303	\$252,252
Accounting Hours Per Week	105.00 Hrs	105.00 Hrs
Accounting Salaries	\$205,842	\$201,802
Accounting Benefits	\$51,461	\$50,450
Accounting Total Salary & Benefits	\$257,303	\$252,252
Bussing	\$504,494	\$494,540
Bussing Hours Per Week	316.00 Hrs	316.00 Hrs
Bussing Salaries	\$403,595	\$395,632
Bussing Benefits	\$100,899	\$98,908
Bussing Total Salary & Benefits	\$504,494	\$494,540
Custodial	\$1,069,372	\$957,385
Custodial Hours Per Week	564.00 Hrs	515.00 Hrs
Custodial Salaries	\$855,498	\$765,908
Custodial Benefits	\$213,874	\$191,477
Custodial Total Salary & Benefits	\$1,069,372	\$957,385
Secretarial	\$1,211,412	\$1,205,845
Secretarial Hours Per Week	644.00 Hrs	654.00 Hrs
Secretarial Salaries	\$969,130	\$964,676
Secretarial Benefits	\$242,282	\$241,169
Secretarial Total Salary & Benefits	\$1,211,412	\$1,205,845
Support Service Assistant	\$5,858,440	\$5,258,891
Support Service Assistant Hours Per Week	3,416.00 Hrs	3,127.50 Hrs
Support Service Assistant Salaries	\$4,686,752	\$4,207,113
Support Service Assistant Benefits	\$1,171,688	\$1,051,778
Support Service Assistant Total Salary & Benefits	\$5,858,440	\$5,258,891
Trades	\$1,195,189	\$1,122,456
Trades Hours Per Week	475.00 Hrs	455.00 Hrs
Trades Salaries	\$971,698	\$912,566
Trades Benefits	\$223,491	\$209,890
Trades Total Salary & Benefits	\$1,195,189	\$1,122,456
Total Support Staff	\$10,096,210	\$9,291,370
% of Expenditures	21%	20%

Other Professionals	2024/2025 Preliminary Budget	2023/2024 Amended Budget
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Other Professionals	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Exempt Staff	\$2,548,395	\$2,473,228
Exempt Staff FTE	20.300 FTE	20.900 FTE
Exempt Staff Salary	\$2,088,848	\$2,027,236
Exempt Staff Benefits	\$459,547	\$445,992
Exempt Staff Total Salary and Benefits	\$2,548,395	\$2,473,228
School Trustees	\$96,418	\$93,041
School Trustees FTE	5.000 FTE	5.000 FTE
School Trustees Indemnity	\$91,827	\$88,610
School Trustees Benefits	\$4,591	\$4,431
School Trustees Total Salary & Benefits	\$96,418	\$93,041
Total Other Professionals	\$2,644,813	\$2,566,268
% of Expenditures	6%	6%

Other Salaries & Benefits	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Retirement Allowance	\$120,546	\$120,546
Total Other Salaries & Benefits	\$120,546	\$120,546
% of Expenditures	0%	0%

Replacement Staff	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Substitute Teacher	\$1,277,000	\$1,455,641
Substitute Support Staff - Maintenance	\$100,000	\$100,000
Substitute Support Staff - Secretarial	\$50,500	\$55,500
Substitute Support Staff - Transportation	\$50,000	\$50,000
Substitute Support Staff - SSA	\$186,000	\$192,500
Total Replacement Staff	\$1,663,500	\$1,853,641
% of Expenditures	3%	4%

Services	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Audit Services	\$40,000	\$40,000
Legal Services	\$45,000	\$45,000
Technical Services	\$50,000	\$75,500
Receptions, Meetings, Etc.	\$51,999	\$55,497
Medical Services	\$34,000	\$34,000
Permits	\$10,000	\$10,000
Other Services	\$3,168,804	\$3,063,912
Lease Costs	\$86,100	\$85,100
Software Maintenance	\$262,501	\$242,500
Hardware Maintenance	\$5,000	\$0
Telephone Service	\$157,096	\$176,596
Postage Service	\$21,300	\$23,550
Advertising	\$47,500	\$48,500
Photocopying	\$30,000	\$30,000
Other Telecommunications Costs	\$18,250	\$20,500
Student Transportation	\$4,000	\$4,000
Transportation Assistance	\$2,000	\$2,000
Professional Development & Travel	\$182,817	\$173,967
Travel	\$29,100	\$30,850
Professional Development	\$180,530	\$174,530
Bursaries	\$2,000	\$2,000
Rental, Buildings	\$203,000	\$203,000
Rental, Equipment	\$15,000	\$15,000

Services	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Rental, Vehicle	\$3,000	\$3,000
Dues & Fees	\$250,000	\$250,000
Membership Fees	\$38,500	\$38,500
Insurance	\$108,500	\$108,500
Total Services	\$5,045,997	\$4,956,002
% of Expenditures	11%	11%

Supplies	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Homestay Fees	\$31,792	\$40,000
Supplies	\$149,750	\$170,224
Instructional Supplies	\$1,160,703	\$1,228,867
Office Supplies	\$56,300	\$52,800
Copying & Printing(Paper)	\$55,100	\$54,600
Janitorial Supplies	\$132,501	\$132,501
Gas, Oil, & Propane (Vehicle)	\$187,500	\$188,000
Electrical Supplies	\$15,000	\$15,000
Maintenance Supplies	\$350,000	\$330,000
Grounds Supplies	\$35,000	\$35,000
Other Supplies	\$71,524	\$64,702
Books & Guides	\$81,508	\$86,008
LRF - Other	\$5,000	\$5,000
Teacher Supplies	\$321,200	\$306,000
PAC Purchases	\$600	\$600
Student Supplies	\$229,584	\$167,684
Tire Supplies	\$7,500	\$7,500
Lube & Oil Supplies	\$7,500	\$7,500
Plumbing Supplies	\$50,000	\$50,000
Vehicle Maintenance	\$10,000	\$10,000
Electricity	\$307,500	\$307,500
Gas Heat	\$85,000	\$87,000
Propane Heat	\$117,500	\$115,000
Water & Sewage	\$65,000	\$65,000
Garbage & Recycling	\$55,000	\$55,000
Furniture & Equip Replacement	\$83,350	\$83,350
Computer Equipment Replacement	\$233,300	\$278,300
Total Supplies	\$3,904,712	\$3,943,136
% of Expenditures	8%	8%

Total Expenditures	\$47,531,876	\$46,415,034
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Summary

	2024/2025 Preliminary Budget	2023/2024 Amended Budget
Total Revenues and Allocations To Budget	\$47,531,876	\$46,415,034
Total Expenditures	\$47,531,876	\$46,415,034
Variance	\$0	\$0



2023 PSO Climate Change Accountability Report

Organization Name: School District 47 (qathet)

Declaration Statement

This Carbon Neutral Action Report for the period January 1 to December 31, 2023, summarizes our greenhouse gas (GHG) emissions profile, the total offsets to reach net zero emissions, the actions we have taken in 2023 to reduce our GHG emissions, and our plans to continue reducing emissions in 2024 and beyond.

2023 Actions Taken

In 2023, the qathet School District continued to work towards its ongoing goal of reducing its carbon footprint. Over the course of 2023, light emitting diode (LED) upgrades were completed at both Kelly Creek Community School and James Thomson Elementary School. These lighting upgrades represent the third and fourth such upgrade across the school district bringing the inventory of buildings with LED technology in place to more than 50 percent.

In addition, James Thomson Elementary also received a mechanical Heating, Ventilation, and Air Conditioning (HVAC) upgrade. The scope of work involved both facility buildings including the removal of the existing eight (8) natural-gas fueled hydronic unit ventilators and replacement with variable refrigerant flow (VRF) heat pump unit ventilators in the main school building. The gym air handler was replaced with a rooftop packaged unit with electric-primary heat pump. The Annex Building had one of the natural gas furnaces removed and four (4) heat pump packaged units were installed in upper classrooms with electric backup heat.

Kelly Creek Community School also received a major washroom renovation. These annual upgrades included the installation of auto flush valves, pressure tank, and other low flow accessories which will contribute to the district wide reduction in the total amount of water consumed in schools. This upgrade follows similar upgrades which have been completed in the previous few years.

2024 Climate Sustainability and Resiliency Planning

At the school level, the qathet School District continues to take pride in educating the next generation to protect our future by continuing to fund various school led initiatives including the expansion of outdoor teaching and gathering spaces for students and staff. An outdoor classroom gazebo is still in the

planning stages for James Thomson Elementary School. Once completed, this will bring the total number of outdoor teaching spaces in the district to four. Similarly, the planning stage for a covered bicycle storage facility for Brooks Secondary was completed with construction having begun late in the school year.

Further planning for 2024 includes an HVAC upgrade at Henderson Elementary which involves the replacement of three gas boilers with electric heat pumps. The transition to electric heat pumps is expected to significantly reduce greenhouse gas emissions by removing natural gas as the primary heating source throughout the facility. Additionally, a comprehensive lighting upgrade is planned, which will involve replacing lighting fixtures and domestic hot water tanks at Henderson Elementary to achieve additional energy savings.

Further HVAC related upgrades are planned for Brooks Secondary School, along with the installation of a mechanical heating and cooling system at the Districts Administration building.

School led initiatives continue to include participation in Destination Imagination, gardening and recycling programs, as well as several community events such as the Trash Bash and Seedy Saturdays. The Outdoor Learning Centre (OLC) continues to be a contributing factor to the education of students, in both its operation and programs offered. The OLC consists of several cabins and a main lodge, runs largely on solar power, and maintains other environmentally friendly operating practices. Each year, the OLC offers numerous educational programs to District students, instructing them in practices such as composting, and use of renewable energy sources in a hands-on way.

Our **Total GHG Emissions for 2023 were 1,000 tCO₂e** with **758 tCO₂e in offsets** to make us Carbon Neutral.

We believe in the benefits of our continued efforts and look forward to seeing a further reduction in offsets over the next few years. Financially, we aim to put some of the savings directly back into our schools, funding materials that continue to educate and provide awareness of how to reduce our carbon footprint. Environmentally, we aim to make our small actions have a big impact, both in the present and in the future, as our students take what they've learned into their adult lives, into our community and far beyond. We are proud of our District and continue to be amazed at the significant efforts from both staff and students in making positive changes that will better our world for years to come.

Retirement of Offsets

In accordance with the requirements of the *Climate Change Accountability Act* and Carbon Neutral Government Regulation, School District 47 (qathet) is responsible for arranging for the retirement of the offset's obligation reported above for the 2023 calendar year, together with any adjustments reported for past calendar years. The Organization agrees that, in exchange for the Ministry of Environment and Climate Change Strategy ensuring that these offsets are retired on the Organization's behalf, the

Organization will pay the associated invoice to be issued by the Ministry in an amount equal to \$25 per tonne of offsets retired on its behalf.

2023 GHG Emissions and Offsets Summary Table

School District 47 (qathet) 2023 GHG Emissions and Offsets	
Total Emissions (tCO ₂ e)	1014
Total BioCO ₂ (tCO ₂ e)	14
Total Offsets (tCO ₂ e)	758
Adjustments to GHG Emissions Reported in Prior Years	
Total Offset Adjustments (tCO ₂ e)	0
Grand Total Offsets for the 2023 Reporting Year	
Grand Total Offsets (tCO ₂ e)	758
Offset Investment @\$25.00 per CO ₂ e	\$ 18,950.00 + GST

Sincerely,



Steve Hopkins
Secretary Treasurer

Date: May 31, 2024

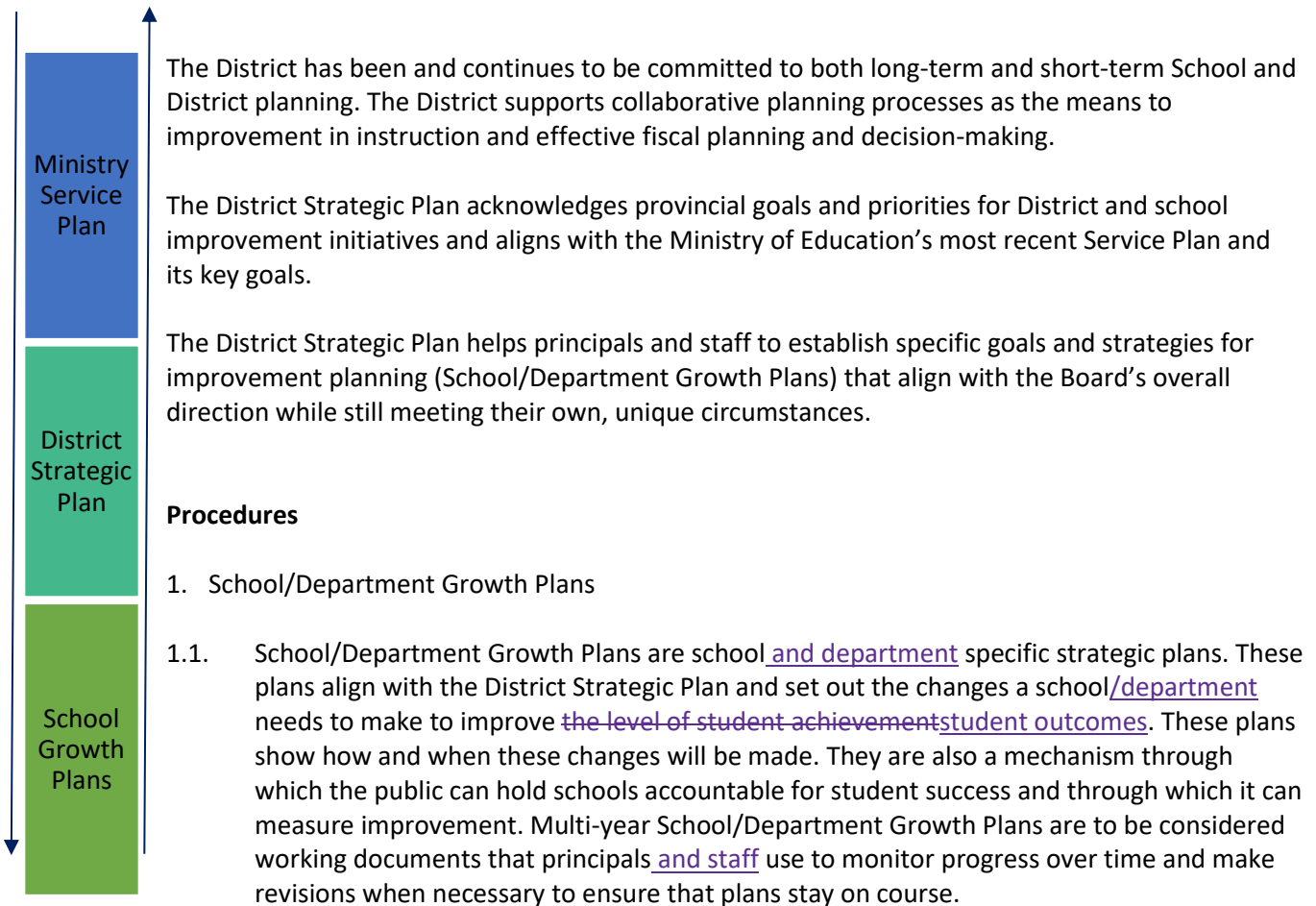


STRATEGIC PLANNING: REPORTING AND ACCOUNTABILITY

Background

The District Strategic Plan sets the strategic direction for the District during the Board’s four-year term. School/Department Growth Plans are also multi-year and allow for a process that emphasizes continuous improvement and each school’s unique learning situation. Departments include- [Learning and Student Support Services](#), [Indigenous Education](#), Early Learning ~~&and~~ Child Care, [Human Resources](#), [and Technology](#), ~~ISP, Indigenous, and Trades~~.

This Administrative Procedure outlines the District’s framework for monitoring and reporting on the District Strategic Plan and School/Department Growth Plans.





2. Accountability Framework

- 2.1. To facilitate regular monitoring and refining of improvement processes for both the District Strategic Plan and School/Department Growth Plans, the Superintendent has established a framework and timeline to guide actions. The concept of continuous and quality improvement needs to be embedded into the daily activities and tasks of individuals within the District and checkpoints for status updates and opportunities for feedback and revision included.
- 2.2. Data systems and measures of progress will be reviewed regularly (see Timeline). Educational leaders will also encourage regular growth and improvement conversations, reflect on progress made, and adjust, as needed, throughout the year and the multi-year improvement cycle. Opportunities to celebrate and share successes will also be part of the structures and norms within and across schools, as well as across the system.

3. Timeline

June **Planning Day Review Annual Plans**
~~Each Planning Day, staffs will e~~Examine data and implementation strategies, consider school specific data and District professional development goals, and ~~choose new issue areas within the multi-year plan if enough impact has been made.~~iterate plans based on the newest information.

Celebrate Success

Each year, principals and staff will share successes from the school year, ~~as well as updates to School/Department Growth Plans~~ with the Board/school community.

Update District Strategic Plan

~~The Board will review and submit updates to the District Strategic Plan.~~

July **Update School/Department Growth Plans**
Principals and staff will submit ~~updated-draft~~ School/Department Growth Plans to the Superintendent for review by July 15.

Principals will provide a summative report on the School Growth Plan to the Superintendent for review by July 15.

Input Annual Plans



~~Principals will finalize and publish updates to School Growth Plans by July 31.~~

August **Review Annual Plans**
~~The Superintendent will review and approve updated School/Department Growth Plans.~~

September **Review Annual Plans**
Principals will review ~~current draft~~ School/Department Growth Plans with staff and school community and finalize.

Input Annual Plans
Principals and staff will publish updates to School/Department Growth Plans by September 30.
~~Principals will provide summative report on previous year's growth plan.~~

Review Enhancing Student Learning Report
The Board will review and approve the District Enhancing Student Learning Report.

Prepare and Submit Enhancing Student Learning Report
The Board will submit to the Minister a report completed in accordance with the Enhancing Student Learning Reporting Order by September 30.

October **Monitor Annual Plans**
December Principals will review their School-/Department Growth Plans and progress regularly with staffs and school community.

Principals will communicate their progress to the school community through newsletters, social media, and meetings.

The Superintendent will support principals when and where needed as schools implement their plans.

January **Interim Reporting**
Principals will update School/Department Growth Plans.

Principals will share interim school improvement progress with the Directors by mid-school year.

Directors will present ~~interim~~ the interim report to the Superintendent.



February to May **Monitor Annual Plans**
Principals will continue to review their School/Department Growth Plans and progress regularly with ~~staffs~~[staff and school community](#).

Principals will continue to communicate their progress to the school community through newsletters, [social media](#), and meetings.

The Superintendent will continue to support principals when and where needed as schools implement their plans.

Reference: Sections 7, 8, 8.4, 8.5, 22, 65, 75, 85 *School Act*
Statement of Education Policy OIC 1280/89
Education Improvement Commission (2000). *School Improvement Planning: A Handbook*.
Hanover Research (2014). *Best Practices for School Improvement Planning*.
Leithwood, K. (2013). *Strong Districts and Their Leadership*.

Adopted: December 9, 2020

Revised: May 18, 2022

USE OF PERSONAL ~~COMMUNICATION-DIGITAL~~ DEVICES (~~PCDs~~PDDs)

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-digital~~ 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. The District recognizes that frequent cellphone interruptions in the classroom, addictive social media algorithms, and increasing cyberbullying and online exploitation of young people negatively impact instruction, learning, and student mental health. In response, the District, in conjunction with schools, will develop age-appropriate restrictions, programming, and procedures for student use of personal digital devices that support the development of good digital citizens.

Definition

“Personal Digital Devices” refers to any personal electronic device that can be used to communicate or access the internet, including but not limited to cell phones, tablets, smartwatches, and handheld video game systems.

“Instructional Time” encompasses regular classroom settings, assemblies, guest speakers, field trips, and other events organized by teachers or administrators.

Procedures

1. Students will have access to school/district owned technology at an age-appropriate level that supports learning and the development of digital technology skills and digital citizenship.
2. As outlined in an Individual Education Plan (IEP), Learning Support Plan (LSP), or health plan, schools will exempt specific students from restrictions on the use of personal digital devices (PDDs) when they are needed for full inclusion in a specific learning activity.
- 1.3. PDDs are to be stored in silent mode during instructional time to ensure a focused learning environment. At the teacher’s discretion, an exemption may be made when the use of such devices supports a specific curricular objective and is part of instruction. Normally, PCDs are to be stored in silent mode during instructional and school-sponsored activities. It is generally expected that the use of PDDs will be extremely limited in the elementary years.

~~2.4.~~ ~~PCDs-PDDs~~ are not to be taken into test or examination settings unless students have been given permission to do so.

~~3.5.~~ ~~In the event that PDDs are used for photographing or recording images of students or staff. No images of students or staff in schools or at associated facilities or activities, such photos will only be are to be uploaded to school, public, or private websites without the written consent of the person individuals, or their parents, depicted in the media. or persons and/or their parents, in the photograph or video.~~

~~4.6.~~ Students who bring ~~P~~CDs 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 ~~P~~CDs 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.

~~4.16.1~~ 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.

~~7.~~ Principals, in consultation with staff and appropriate stakeholders (including the parents’ advisory councils), are to formulate and implement specific procedures at each school site. All schools are expected to incorporate the intent of this policy into their codes of conduct.

~~5.—~~

~~6.8.~~ 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 ~~P~~CDs in that emergency.

~~7.9.~~ ~~PCDs-PDDs~~ 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-PDDs~~.

9.1 ~~PCDs-PDDs~~ which are taken temporarily from students by teachers or administrators must be securely stored.

9.2 ~~Confiscated items shall be returned to the student only after discussion with the parent, student, and school personnel.~~

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

Adopted: May 18, 2022
Reviewed: February 14, 2024
Revised: May 18, 2022

SAFETY: VIOLENCE IN THE WORKPLACE

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. 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 the safety 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.
 - 2.6. The site Supervisor/Principal is responsible for ensuring the Action Plans are implemented and that sources of financial support are identified, if needed to implement an Action Plan.
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 diverse abilities and disabilities) occurring, the VTRA protocol will be enacted. (see **Administrative Procedure ### -Violent Risk Threat Assessment**).
- 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: February 14, 2024

Revised: May 18, 2022

SEXUAL MISCONDUCT

Background

Sexual Misconduct means any attempted, threatened, perceived or committed act by any person(s) towards another person(s) either physically or psychologically that includes the sexualized touching of another person, sexual assault, sexual abuse, sexual harassment, sexual exploitation, racialized sexual harassment, stalking, indecent exposure, voyeurism and the distribution of sexually explicit photographs or videos.

Sexual misconduct can have serious negative impacts on the physical, mental, emotional and spiritual health of an individual and degrades the working and learning environment. The District will not tolerate any form of sexual misconduct.

The District is committed to fostering and maintaining a respectful and safe environment where members of the District community can learn, study and work free from any form of sexual misconduct.

To achieve this goal, the District commits to:

- Raising awareness about sexual misconduct through comprehensive, ongoing and inclusive education, prevention, reporting and response initiatives for all members of the District community (see **Appendix 1: Sexual Assault Response Guide**)
- Reducing the barriers to disclosure and reporting by taking a trauma informed and survivor centred approach in the response and investigation of sexual misconduct;
- Providing support services and accommodations to members of the District community who experience, witness or report incidents of sexual misconduct;
- Providing supports to those members of the District community who have reports of sexual misconduct made against them;
- Ensuring that the rights of privacy and procedural fairness for both the complainant and the respondent are respected;
- Being intolerant of retaliation against any person reporting, responding to or investigating an allegation of sexual misconduct;
- Acting immediately when a report of sexual misconduct is received;

Definitions

Accommodation: means the provision of options for the complainant to safely remain at, or return to school or work in a supportive manner. An accommodation can include but is not limited to: no contact between the complainant and respondent; removal of the respondent to an alternate location; shift or class changes; assignment extensions or exam deferrals.

Complainant: means a person who makes a report alleging a violation of this Administrative Procedure.

Complainant Response Plan or Complainant Safety Plan: means a strategy which involves identifying the steps the complainant/survivor and those around them can take to increase their safety. A response plan provides guidelines to follow if one's safety is or may be at risk.

Disclosure: means the sharing of information regarding an incident of sexual misconduct with a member of the District community.

District Activity: means any activity sponsored by the District or District employees for a District community activity, event or other purpose.

District community: means:

- Students;
- Employees;
- Anyone holding a district appointment;
- Anyone contractually required to abide by Board policies and District procedures;
- Anyone volunteering with a district program or activity;

Intersectional: means the ways in which a person's experiences are shaped by the interaction of different social positions and include but are not limited to sex, sexual identity, gender identity or expression, Indigeneity, racial and ethnic background, ability, faith, migration status, etc. These interactions are rooted in interconnecting systems and structures of power and produce intersecting forms of privilege and oppression shaped by colonialism, racism, homophobia, ableism, patriarchy, transphobia, queer antagonism, trans antagonism, bi antagonism, and/or any other form of discrimination.

Procedural fairness: means that any investigation and adjudicative process will be unbiased and allow for both the complainant and the respondent to have equal opportunity to present their information. Procedural fairness must include:

- Ensuring the safety of the complainant/survivor when making the respondent aware of the disclosure/complaint;
- Providing the respondent with notice of an investigation and the details of the allegations against them;

- Allowing the respondent to respond to the allegations;
- Treating all parties involved with dignity and respect.

Report of sexual misconduct: means making a written or verbal report to the member of the District community responsible for initiating an investigation, an advocate of choice or a union executive member or community accountability process.

- In Schools: A student, employee, school volunteer or third party or witness (in the case of a student) is to report to the school administrator, unless the school administrator is the respondent. In that case the report would be made to the Director of Human Resources.
- District employees, contractors, volunteers not based in a school would report to their immediate supervisor or to the Director of Human Resources.

Respondent: means a person who is alleged to have violated this sexual misconduct administrative procedure and against whom the allegations are made.

Retaliation: means any adverse action or threatened action, taken or made through any means, including through social or other electronic media, against a person who reports sexual misconduct either in person, as a third party, as a witness or as another person involved. Retaliation includes but is not limited to threatening, intimidating, or harassing conduct that could discourage a person, including a third party, witness or other person involved, from seeking support or other services, disclosing or reporting sexual misconduct, participating in an investigation, or otherwise engaging with this Administrative Procedure.

Sexual Misconduct: means any attempted, threatened, perceived or committed act by any person(s) towards another person(s) either physically or psychologically that includes the sexualized touching of another person, sexual assault, sexual abuse, sexual harassment, sexual exploitation, racialized sexual harassment, stalking, indecent exposure, voyeurism and the distribution of sexually explicit photographs or videos.

A Student includes:

- A person who is registered, enrolled, or participating in any course or program offered by the District, including on line and distance programming;
- A visiting or exchange student who has been admitted to the District for the purposes of taking courses.

Survivor: means a person who has experienced sexual misconduct. It does not mean the respondent or those who are found responsible for causing harm to a member of the District community. The District recognizes that some people impacted by sexual misconduct may not identify with this terminology, and have the right to determine how they will be referred to.

Survivor-centred: means prioritizing the safety and choices of survivors/complainants.

Third-party statement: means when someone (e.g. teacher, friend, employee, colleague, family member) shares information with the District about sexual misconduct on behalf of the person who experienced sexual misconduct.

Trauma-informed: means incorporating an understanding of the impact that sexual misconduct has on a person's life, to minimize re-victimization, and facilitate recovery and empowerment.

Procedures

1. Scope and Sequence

- 1.1. For the purposes of sexual misconduct reports, investigations and discipline, this Administrative Procedure applies to sexual misconduct by any member of the District community towards another member of the District community that is reported to have occurred during or is related to a District activity as described in the Definitions section of this Administrative Procedure.
- 1.2. This Administrative Procedure is meant to complement and not supercede any applicable laws including the *Canadian Criminal Code* or the *British Columbia Human Rights Code*.
- 1.3. The complainant and the respondent will be provided with a copy of the related administrative procedures and other pertinent information utilized by the District in the response to and the investigation of sexual misconduct. Appropriate supports will be offered in response to disclosures of sexual misconduct.
- 1.4. The District has a responsibility to provide a safe environment for all members of the District community regardless of whether an incident results in a criminal investigation or charges. The District's processes are not intended to take the place of a criminal investigation, but to be complementary to that process.
- 1.5. The District will deal with disclosures/complaints of sexual misconduct through internal processes subject to the principles of procedural fairness, privacy and human rights legislation. These internal processes are not subject to the same burden of proof as a criminal process.
 - 1.5.1. In cases where the local police agency, RCMP or MCFD are automatically involved this may not apply.
- 1.6. The complainant maintains the right to pursue legal avenues whether or not the District proceeds under any other District process.
- 1.7. For employees of the District covered by a collective agreement:
 - 1.7.1. This Administrative Procedure is designed to complement and not conflict with existing collective agreements. Where a collective agreement applies, such as in a

disciplinary process, the processes in the collective agreement will be followed. For those who engage with these procedures, the specifics of any collective agreement processes will be identified and explained.

- 1.8. The District will continue to monitor best practices and research, and the Superintendent will review and update this Administrative Procedure whenever it is necessary.

2. Investigations

In this section, the person making the report of sexual misconduct is called the Complainant, and the person against whom the allegations are made is the Respondent.

- 2.1. To protect the integrity of the investigation, the Supervisor or School Administrator will ensure the Complainant and Respondent are not returned together to school classes or work until a response plan is in place for the Complainant.
 - 2.1.1. The response plan will ideally be completed within 10 days after the complaint has been received.
 - 2.1.2. The response plan must include a no-contact agreement and confidentiality agreement between the Complainant and the Respondent.
- 2.2. Accommodations for one or both of the parties may be necessary to ensure that they are able to achieve this agreement. A breach of a no-contact agreement will be treated seriously and may result in separate disciplinary action. It is understood that a no-contact agreement can only be under the jurisdiction of the District when parties are attending school or related activities. When the parties involved are students, their parent will be advised of the no-contact agreement.
- 2.3. Prior to sending such notice, the District will let the Complainant know that notice will be given to the Respondent regarding the nature of the investigation and the name of the Complainant.
- 2.4. The Investigator will then contact the Respondent to advise of the allegations and to provide an opportunity to respond. The interviews will be conducted in a fair, impartial and professional manner.
- 2.5. To ensure procedural fairness, the Respondent will be advised of the investigation which will include the following:
 - 2.5.1. The nature of the allegation;
 - 2.5.2. A link or a hard copy of the sexual misconduct procedure and any other applicable policies or procedures;
 - 2.5.3. Information about where the Respondent may seek assistance;

- 2.5.4. A request to conduct an interview;
 - 2.5.5. A date and time for the interview;
 - 2.5.6. Their right to have an advocate or union representation present during the interview;
 - 2.5.7. Names of witnesses that will be interviewed. The Respondent will be provided an opportunity to give the names of additional witnesses to be interviewed;
 - 2.5.8. Expected timeline for completion of the investigation report;
 - 2.5.9. What the Respondent can expect in the interview;
 - 2.5.10. Expectations of the Respondent in providing information/evidence;
 - 2.5.11. How confidentiality will be maintained;
 - 2.5.12. How the Respondent will continue to receive education or maintain employment during the investigation;
 - 2.5.13. Possible outcomes from the investigation under this Administrative Procedure;
 - 2.5.14. The requirement for no contact to occur with the Complainant and confidentiality concerning the investigation.
- 2.6. The Investigator will contact the Complainant and any witnesses provided by the Complainant to conduct interviews. The Investigator will examine all of the information submitted by the Complainant and all witnesses and any other information gathered during the investigation.
 - 2.7. The Investigator will give the Complainant and the Respondent equal opportunity to provide or respond to evidence considered by the Investigator in the course of the investigation.
 - 2.8. Should any individual refuse to provide a statement or participate in an investigation, the investigation will proceed and outcome(s) will be based on the available information.
 - 2.9. The Investigator will endeavor to complete the investigation within 10 days of being appointed. If there is a delay beyond 10 days, all parties will be notified of the delay and reasons for it.
 - 2.10. Based on the result of the initial investigation, school-based procedures and intervention planning may be required.
 - 2.11. The Complainant will receive notice that the investigation has concluded and findings of the investigation. This notice will provide information on additional supports that the Complainant may access.

- 2.12. The Respondent will receive notice that the investigation has concluded, the investigation findings, and any actions taken as a result of the investigation. This notice will provide information on additional supports that the Complainant may access.

3. Education and Awareness

- 3.1. The provision of education and awareness training to all members of the District Community is a goal of the District. To achieve this goal, educational materials will focus on:
 - 3.1.1. Changing the attitudes that perpetuate sexual misconduct;
 - 3.1.2. Expected social norms;
 - 3.1.3. Providing information on best practices in prevention and response.
- 3.2. Students will be provided with age-appropriate education on what constitutes sexual misconduct, what constitutes a healthy relationship, how and where to report and the supports available.
- 3.3. Employees will be required to read and acknowledge the reading of a copy of the Sexual Misconduct Procedure when hired and regularly during their employment.

4. Use of Private and Confidential Information

- 4.1. District staff must keep confidential all information provided in, or arising from, or in connection with, a disclosure or report except as set out below in clauses 4.2, 4.3 and 4.4. Unauthorized release of Confidential Information may violate the *Freedom of Information and Protection of Privacy Act*, may deter others from coming forward if they have been experienced sexual misconduct, and may also prevent the District from conducting a fair process when a report is made.
- 4.2. The District will share confidential information only with those persons who require the information for the performance of their duties such as carrying out an investigation, or as required by law or BCPSEA agreement, as described in the section or to ensure no contact or retaliation. The Complainant or Respondent will be advised by the School Administrator or their Supervisor as to what information may be shared and with whom.
- 4.3. The District will share confidential information in order to ensure that the reporting processes are fairly conducted, in accordance with the following principles:
 - 4.3.1. The Respondent has the right to know the identity of the person who made the report and the pertinent details of the allegations made against them;
 - 4.3.2. The Complainant has the right to know the outcome of the investigation, and the details of any disciplinary actions that may have been taken against the Respondent

only if sharing these details is necessary for the protection of the Complainant's health or safety as determined by the District; and

- 4.3.3. Other persons may be provided confidential information by the Investigator only to the extent required to conduct the investigation.

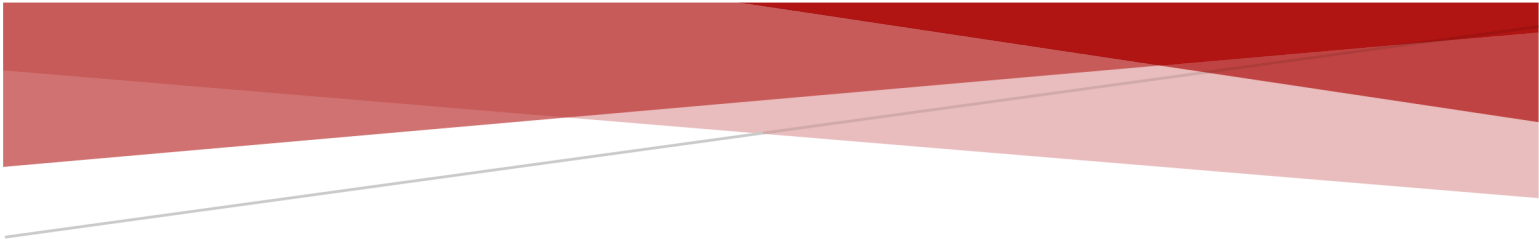
5. Responding to Sexual Misconduct Concerns

5.1. Employees responsible for responding to sexual misconduct concerns will follow the following checklists of procedures as appropriate:

- 5.1.1. Sexual Misconduct Responding and Response Checklist of Procedures: Students Who Are Complainants Under 12. (Appendix 2)
- 5.1.2. Sexual Misconduct Responding and Response Checklist of Procedures: Students Who Are Complainants Over 12. (Appendix 3)
- 5.1.3. Sexual Misconduct Responding and Response Checklist of Procedures: Employees. (Appendix 4)

Reference: Sections 20, 22, 65, 85, 177 School Act
Freedom of Information and Protection of Privacy Act
Human Rights Code
Workers' Compensation Act
Occupational Health and Safety Regulation
Canadian Human Rights Act
Criminal Code of Canada
Collective Agreements

Adopted:
Reviewed:
Revised:



DRAFT

SEXUAL ASSAULT RESPONSE GUIDE

qathet School District



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Dr. Jay Yule
School District 47

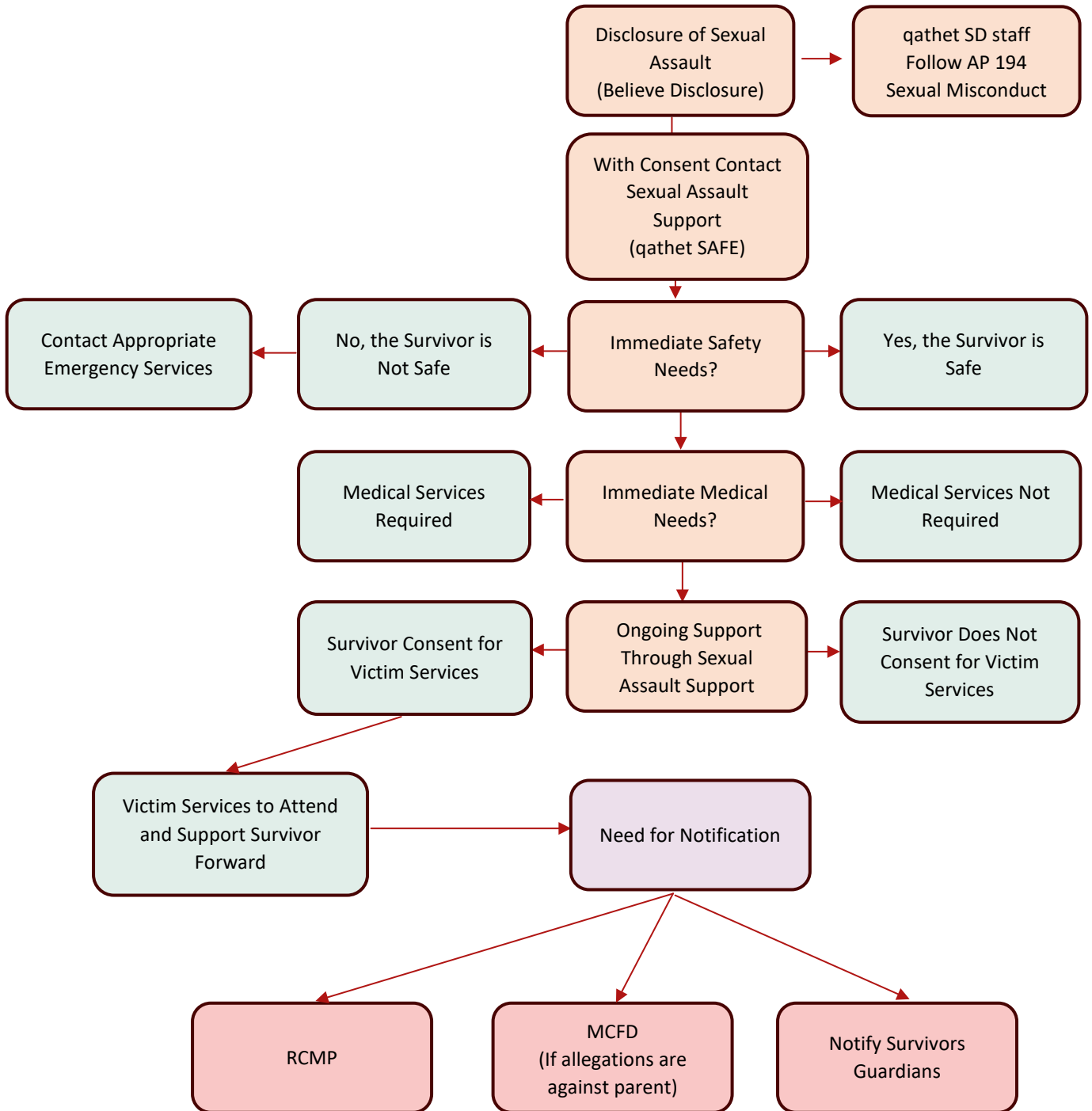
Graham Kerr
Royal Canadian Mounted Police – Powell River

Gillian Reyes
qathet SAFE - Victim Services

Jaclyn Miller
Ministry of Children and Family Development

1 Flowchart Guide

The following flow chart is a brief overview of the steps to be taken after a disclosure. It is to be noted, these processes are done in a trauma informed approach.



1 Introduction

The Sexual Assault Guide was produced from a collaboration that involved the following community partners:

- qathet School District,
- Powell River Royal Canadian Mounted Police,
- Ministry of Children and Family Development,
- qathet SAFE – Victim Services

- 2.1 We are dedicated to providing a safe and supportive environment where youth are able to grow, learn, and flourish free of sexual violence. Any form of sexual violence will not be tolerated.
- 2.2 This guide outlines the response to all youth who have been affected by sexual violence.
- 2.3 We will take action to reduce the impact of sexual violence, mitigate risk, and provide continued support.
- 2.4 This guide recognizes that complainants may react to sexual assault differently based on their social identities. Some social identities may include but not be limited to the following: sex, sexual orientation, gender identity, gender expression, diversability, indigenous or ethnic background, age, socioeconomic status, or religion. If a complainant is targeted because of their social identity, then sexual violence may also be considered an act of colonial violence, racism, sexism, homophobia, transphobia, religious intolerance, or any other form of discriminatory behaviour. This guide is intended to be supportive and inclusive of all social identities.
- 2.5 This guide recognizes that complainants with multiple social identities may face complex barriers when disclosing and/or reporting sexual violence. Our team acknowledges the barriers that youth might face when disclosing sexual violence and will take appropriate action to assist the complainant in reducing these barriers. This guide empowers our team to respond to sexual violence in an anti-oppressive and trauma-informed manner.
- 2.6 If the incident of sexual violence involves the use of alcohol or substances consumed by the complainant willingly or not, the complainant may be exempt from any disciplinary action that may prevent disclosure.
- 2.7 Since this guide is a collaborative partnership between organizations, it should be understood in accordance with individual policies of each community partner.
- 2.8 Differing from criminal court, this guide does not require definite proof or “innocent until proven guilty”. If there is any indication of sexual violence, steps will be taken in the interim to ensure safety and provide individual support.
- 2.9 We believe that all community members in qathet region have a shared responsibility to dispel harmful attitudes, beliefs, and behaviours regarding gendered roles and sexual violence. We are committed to building a safe environment that promotes equality, consent, and respect.

2 Definition of Sexual Assault

I. Sexual Assault

The *Criminal Code* defines “assault” as the intentional application of force to another person without their consent. Canadian courts interpret sexual assault as an assault committed in sexual circumstances that violate an individual’s sexual integrity.

Canada’s *Criminal Code* contains three levels of sexual assault, from the least serious (Level 1) to the most serious (Level 3):

Level 1 Sexual Assault [s.271]

Occurs when any form of sexual activity is forced upon another person without that person’s consent; Carries a ten-year maximum sentence (if prosecuted as an indictable offence); or Carries an 18-month maximum sentence (if prosecuted as a summary conviction offence).

Level 2 Sexual Assault with a Weapon, Threats to a Third Party, or Causing Bodily Harm [s.272]

Occurs when a person is sexually assaulted by someone who has a weapon or threatens to use a weapon (an imitation or real weapon), threatens to cause bodily harm to a third person (for example, a child or friend), causes bodily harm to the victim, or is a party to the offence with any other person; Carries a 14-year maximum sentence; and carries a four-year minimum sentence if a firearm was used.

Level 3 Aggravated Sexual Assault [s.273]

Occurs when a person wounds, maims, disfigures, brutally beats or endangers the life of the victim during a sexual assault; Carries a maximum sentence of life imprisonment; and Carries a four-year minimum sentence if a firearm was used.

II. Consent

Consent [s.273.1]

For the purposes of sexual assault conviction, the *Criminal Code* defines consent as the voluntary agreement of the complainant to engage in the sexual activity in question.

No consent is obtained where:

- a. the agreement is expressed by the words or conduct of a person other than the complainant;
- b. the complainant is incapable of consenting to the activity;
- c. the accused induces the complainant to engage in the activity by abusing a position of trust, power or authority;
- d. the complainant expresses, by words or conduct, a lack of agreement to engage in the activity; or
- e. the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.

III. Sexual Offences

Consent No Defence [s.150.1]

When an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant under the age of 16 years, it is not a defence that the complainant consented to the activity that forms the subject-matter of the charge.

- Exception — complainant aged 12 or 13

When an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant who is 12 years of age or more but under the age of 14 years, it is a defence that the complainant consented to the activity that forms the subject-matter of the charge if the accused

- a. is less than two years older than the complainant; and
- b. is not in a position of trust or authority towards the complainant, is not a person with whom the complainant is in a relationship of dependency and is not in a relationship with the complainant that is exploitative of the complainant.

- Exception — complainant aged 14 or 15

If an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant who is 14 years of age or more but under the age of 16 years, it is a defence that the complainant consented to the activity that forms the subject-matter of the charge if the accused

- a. is less than five years older than the complainant; and
- b. is not in a position of trust or authority towards the complainant, is not a person with whom the complainant is in a relationship of dependency and is not in a relationship with the complainant that is exploitative of the complainant.

Sexual Interference [s.151]

Every person who, for a sexual purpose, touches, directly or indirectly, with a part of the body or with an object, any part of the body of a person under the age of 16 years is guilty of an indictable offence or of an offence punishable on summary conviction and is liable to imprisonment.

Voyeurism [s.162]

Every one commits an offence who, surreptitiously, observes — including by mechanical or electronic means — or makes a visual recording of a person who is in circumstances that give rise to a reasonable expectation of privacy, if

- a. the person is in a place in which a person can reasonably be expected to be nude, to expose his or her genital organs or anal region or her breasts, or to be engaged in explicit sexual activity;
- b. the person is nude, is exposing his or her genital organs or anal region or her breasts, or is engaged in explicit sexual activity, and the observation or

- recording is done for the purpose of observing or recording a person in such a state or engaged in such an activity; or
- c. the observation or recording is done for a sexual purpose.

Printing, publication, etc., of voyeuristic recordings

Every one commits an offence who, knowing that a recording was obtained by the commission of an offence under subsection (1), prints, copies, publishes, distributes, circulates, sells, advertises or makes available the recording, or has the recording in his or her possession for the purpose of printing, copying, publishing, distributing, circulating, selling or advertising it or making it available.

Publication, etc., of an intimate image without consent [s.162.1]

Every one who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty of an indictable offence or of an offence punishable on summary conviction.

Child Pornography [s.163.1]

In this section, *child pornography* means

- a. a photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means,
 - i. that shows a person who is or is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or
 - ii. the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of eighteen years;
- b. any written material, visual representation or audio recording that advocates or counsels sexual activity with a person under the age of eighteen years that would be an offence under this Act;
- c. any written material whose dominant characteristic is the description, for a sexual purpose, of sexual activity with a person under the age of eighteen years that would be an offence under this Act; or
- d. any audio recording that has as its dominant characteristic the description, presentation or representation, for a sexual purpose, of sexual activity with a person under the age of eighteen years that would be an offence under this Act.

Every person who makes, prints, publishes or possesses for the purpose of publication any child pornography is guilty of an indictable offence and liable to imprisonment.

Every person who transmits, makes available, distributes, sells, advertises, imports, exports or possesses for the purpose of transmission, making available, distribution, sale, advertising or exportation any child pornography is guilty of an indictable offence and liable to imprisonment.

Every person who possesses any child pornography is guilty of an indictable offence or an offence punishable on summary conviction and is liable to imprisonment.

Every person who accesses any child pornography is guilty of an indictable offence or an offence punishable on summary conviction and is liable to imprisonment.

IV. Misleading Justice

Obstructing Justice [s.139]

Everyone who willfully attempts in any manner to obstruct, pervert or defeat the course of justice in a judicial proceeding,

- a. by indemnifying or agreeing to indemnify a surety, in any way and either in whole or in part, or
- b. where he is a surety, by accepting or agreeing to accept a fee or any form of indemnity whether in whole or in part from or in respect of a person who is released or is to be released from custody,

is guilty of

- c. an indictable offence and is liable to imprisonment
- d. an offence punishable on summary conviction.

3 Purpose

- 3.1 To communicate clearly defined actions and responsibilities for all community partners to respond to and to help reduce future sexual violence.
- 3.2 To ensure an immediate, supportive response to disclosures of sexual violence.
- 3.3 To reduce incidences of bullying and harassment towards youth complainants and respondents.
- 3.4 To facilitate collaboration between agencies to provide best practices and support for those affected by sexual violence.
- 3.5 To ensure services/referrals are in place for the complainants and their supporting caregivers.

4 Community Partners and Roles / Responsibilities

Agency	Agency Role	Contact Information
<p>qathet School District (SD#47)</p>	<ul style="list-style-type: none"> - See AP 194 Sexual Misconduct - Treat both the complainant and respondent youth with compassion, dignity, and respect - Provide safety to the complainant and respondent within the school setting - Provide internal support and counselling to the complainant and respondent youth - Provide referrals to appropriate community service providers - As appropriate, school administration will conduct a thorough investigation of incidents of sexual violence involving school aged children under 12 years of age - Follow the Sexual misconduct complainant checklist (under 12) and /or the Sexual misconduct complainant checklist (over 12) - Ensure short and long term safety planning for complainant and respondent. 	<p>Phone: (604) 485-6271</p> <p>Email: info@sd47.bc.ca</p> <p>Office Hours: Monday – Friday, 8:30am – 4:30pm</p> <p>Location: 4351 Ontario Avenue, Powell River, BC, V8A 1V3</p> <p>Website: www.sd47.bc.ca</p>
<p>qathet SAFE- Sexual Assault Support</p>	<ul style="list-style-type: none"> - Treat the complainant with compassion, dignity, and respect - Believe, support, and empower sexual assault complainants. - Provide safety planning for at- risk complainants. - Provide emotional support to complainants. - Provide resources and information to complainants. - Provide referrals to appropriate community service providers 	<p>Phone: 604-414-8125</p> <p>Email: sassprogram@telus.net</p> <p>Emergency Line: 604-485-9773</p> <p>Text: 604-210-9553</p> <p>Office Hours: Monday – Friday, 8:30am – 4:30pm</p> <p>Location: #209 – 6975 Alberni Street, Powell River, BC, V8A 2B8</p> <p>Website: www.qathetsafe.ca</p>

<p>Powell River Royal Canadian Mounted Police (RCMP)</p>	<ul style="list-style-type: none"> - Treat both the complainant and respondent youth with compassion, dignity, and respect - Assess risk and provide protection to the complainant as needed - Conduct a thorough investigation of sexual violence, which may lead to recommendation of charges to Crown Counsel - Provide referrals to appropriate community service providers 	<p>Phone: (604) 485-6255</p> <p>Emergency Phone: 911</p> <p>General Services: Monday – Friday, 8:30am – 4:30pm</p> <p>Location: 7070 Barnet St, Powell River, BC, V8A 2A1</p> <p>Website: https://www.rcmp-grc.gc.ca/detach/en/d/178</p>
<p>Powell River Ministry of Children and Family Development (MCFD)</p>	<ul style="list-style-type: none"> - Treat both the complainant and respondent youth with compassion, dignity, and respect - Provide referrals to appropriate community service providers - If requested by police or families, assist in an investigation of incidents of sexual violence involving school aged children (for incidents involving accused over the age of 12) - If respondent is a parent or parent-like figure, conduct a child protection investigation. 	<p>Phone: 604-485-0600</p> <p>Emergency Phone: 911</p> <p>General Service: Monday – Friday, 9:00am -4:00pm</p> <p>Location: 6944 Alberni Street</p> <p>Website: http://www2.gov.bc.ca</p>

5 Sexual Assault Disclosure Response

This guide acknowledges that youth are most likely to disclose sexual violence to someone they trust (i.e. friend, parent, counsellor, teacher, coach, etc.). The following guidelines provide guidance in the event that sexual violence is disclosed to any individual who is employed by a community partner. The following guidelines should also be considered in the event that an individual has reasonable grounds to believe, without a disclosure, that sexual violence has occurred.

5.1. Believe the disclosure of sexual violence.

As an adult, your reaction is extremely impactful to the well-being of the complainant. To mitigate the impact of trauma, all youth who disclose sexual violence are to be believed and supported. Not being believed and even bullied, harassed, or ridiculed causes secondary victimization and further harm to the complainant. Respond to the complainant with empathy, validation, and support for disclosing the sexual assault.

All complainants have the right to:

- i. be treated with compassion, dignity, and respect;
- ii. not be blamed for their victimization;
- iii. be in control of how much or what they wish to disclose or not disclose;
- iv. a support person to be present during disclosure;
- v. amnesty – if the sexual violence involves the use of alcohol or substances, the complainant may be exempt from any disciplinary action that may prevent disclosure;
- vi. timely referral to appropriate support services and Specialized Victim Assistance (refer to [section 6.1](#)); and
- vii. access to resources based on their social identities, such as a cultural advocate.

5.2. Responding to a Sexual Assault Disclosure

- I. Educate yourself about sexual assault complainants prior to meeting with the complainant. For more information about complainants refer to [Appendix C: Complainants of Sexual Assault](#).
- II. Listen to the survivor.
 - a. Find a comfortable and private place to share. Provide the complainant with a safe and comforting environment where they can tell you their story. Ask the complainant if they would like a support person.
 - b. Listen without interruption. It is important to let the survivor tell their story without interrupting, questioning, or pressing for details.
 - c. Focus on the complainant. The complainant is sharing with you because they believe you are trustworthy – make them feel heard. Do not focus on your own emotional reaction. Focus on the needs of the complainant. Focus on the complainant’s verbal and nonverbal cues, follow their lead. Be calm, nonjudgmental, and compassionate. You may tell the complainant that you are glad they are sharing with you. Do not ask for specific details or lots of information

about the event as this can be retraumatizing and may lead to complications when reporting to the RCMP. Focus on providing empathy.

- d. Let the survivor choose what to share. Allow the survivor to choose what and how much they wish to disclose. They may choose to share very few details or many details. Do not interrupt or rush the survivor, give them as much time as they need to share their experience. Do not ask for more details than what they wish to share.
- e. Respect their personal space. Do not touch the survivor. Although you may want to comfort them, withhold touching the survivor, unless given permission.
- f. Respond with empathy and compassion. Show the survivor that you are actively listening and respond with empathy. You may let the survivor know that you are sorry for what happened to them.

III. Support the survivor.

- a. Assess the medical needs of the complainant. Determine whether the complainant is in need of immediate medical attention. If there are concerns, contact emergency services. If they are not in need of immediate medical attention provide resources for assistance (refer to [section 6.1](#)).
- b. Assess the safety of the complainant. Is there any immediate risk to the survivor's physical or emotional safety? Does the respondent youth have access to the complainant? Is there any risk of harassment/bullying? If yes, take action to prevent any further harm. Reassure the complainant that they are in a safe place. Discuss options and strategies to ensure their future safety (refer to [Appendix I: Short-term Safety Planning](#)).
- c. Ask about their personal preferences. When supporting a complainant, recognize that a complainant may react differently based on their social identities. Practice cultural sensitivity. Ask the complainant about any preferences for support services.
- d. Allow the survivor to openly express their emotions without judgment. Every survivor has a different reaction to sexual assault. A variety of reactions is normal, including appearing emotionally numb or in extreme emotional distress. For more information about trauma and sexual assault survivors refer to *Appendix B: Trauma-informed Response* and *Appendix C: Survivors of Sexual Assault*. Although they may be experiencing intense distress, do not suppress the survivor's reaction. It is important to allow the survivor to express their trauma or they may feel ashamed or internalize trauma. If the survivor becomes too overwhelmed, it may be helpful to ground them. Focus on staying calm yourself, this will help the survivor.
 - i. Grounding Exercise 54321. Deep Breathing: Start the grounding exercise by deep breathing. Try breathing in for 5 seconds and breathing out for 5 seconds. It is suggested to do this five times, however, the survivor should

continue this pattern until they feel their thoughts slowing down or until necessary.

1. Acknowledge FIVE things you see around you.
2. Acknowledge FOUR things you touch around you.
3. Acknowledge THREE things you can hear around you.
4. Acknowledge TWO things you can smell around you.
5. Acknowledge ONE thing you can taste.

- e. Validate the survivor's feelings. Reassure the survivor that they are experiencing a completely normal reaction to a traumatic experience. You may remind the survivor that there is no shame in allowing their body to express trauma.
- f. Reassure the survivor that it was not their fault. It is common for survivors to blame themselves for the sexual assault. You may remind the survivor that the assault is not their fault, no matter their actions. Regardless of what the survivor did or did not do before, after, or during the assault, they are not responsible for the assault. The person who chose to commit the sexual assault is solely responsible.

IV. Offer resources and referral.

- a. Offer assistance in seeking support services. Inform the survivor that that you will assist them in getting support.
 - i. Use appropriate language. When assisting the survivor use appropriate language according to the age and developmental abilities of the survivor – avoid using jargon.
 - ii. Ask questions on a need-to-know basis. If questions are mandatory, they should be framed as an open-ended question that may allow the survivor to more easily express themselves. Explain to the survivor why you need to know this information.
 - iii. Avoid leading questions. Do not ask leading questions that may alter or misrepresent the survivor's experience.
 - iv. Answering questions is optional. Remind the survivor they have the choice to refuse to answer any question without repercussion.
 - v. Empower the survivor. Whenever possible give the survivor a choice and empower them to make informed decisions. Give the survivor clear information and options rather than telling them what they should do. Inform the survivor what will happen next but avoid making promises. Help the survivor regain control of their future. Respect the choices of the survivor. Always keep the best interest of the survivor in mind.

- 5.3.1 Offer referral for additional support services. Offer the complainant referral to support services (refer to [section 6.1](#) for details). Due to the effects of trauma, support services are to be arranged for the complainant as soon as possible.

- 5.3.2 Empower the complainant. You have the ability to react to sexual assault disclosure with empathy and respect. Allow the complainant to make their own choices and respect their choices. Your response can greatly assist the complainant in coping with their trauma and begin healing. Emphasize the strengths of the complainant rather than focusing on weaknesses or shortcomings. Give the complainant hope that they will heal from this experience.

6 Guidelines for Notification, and/or Referral

Guidelines for notification and/or referral may vary according to the policies governed by each community partner.

4.1 Referral

All youth involved will be offered referrals to community services (refer to [Youth Resources for Sexual Violence](#)). Both the complainant and respondent youth are individually encouraged to seek professional services. Give the youth information and options rather than telling them what to do. Keep the information straightforward and clear.

- i. Direct the complainant to qathet SAFE or Police Based Victim Services.
- ii. Direct the respondent youth to community services or private counselling. If charges occur, Youth Probation is involved through MCFD and services may be mandated.

If providing a direct referral, obtain consent from the youth. Whenever possible, empower the youth to make their own decisions and respect their decisions, including refusal of services.

4.2 Notification

The following guidelines will foster trauma-informed practice when notifying RCMP, MCFD, or other community service providers. When determining whether a report of peer-to-peer abuse/assault necessitates a report to RCMP or MCFD, qathet School District employees are directed to "Administrative Procedure 325 – Child Abuse Investigations in Schools" (Refer to [Administrative Procedure 325 – Child Abuse Investigations in Schools](#)) For information regarding child protection issues refer to *Appendix E: Child, Family and Community Service Act*.

- i. Notify the complainant of the duty to report prior to RCMP and/or MCFD involvement. Whenever possible, respect and consider the complainant's wishes when notifying external agencies (e.g. the complainant doesn't want a police car to come to their school).
- ii. Make every effort to protect the privacy of involved youth. All information provided for notification is shared in confidence and the external organization will act with discretion and respect towards the involved youth. All involved organizations should make every effort to protect the privacy and identity of both the complainant and respondent youth.

7 Guide Review

7.1. This guide will be subject to periodic review as deemed necessary.

8 Additional Resources

8.1 Trauma-informed Response

I. Understanding Trauma

Trauma is an adaptive response to an overwhelming external or internal threat. A stressful event becomes traumatic when it overpowers an individual's ability to cope and causes them to fear for their physical or mental well-being. Some characteristics that may cause an event to be traumatic include, the event being spontaneous or unplanned, the individual felt ill-equipped to deal with the event, and the individual was unable to prevent the event.

II. Being Trauma-Informed

Being trauma-informed begins with understanding how trauma affects individuals, and tailoring a response that accounts for the effects of trauma. The focus of trauma-informed practice is not to treat the effects of trauma, but rather, to reduce the likelihood of causing further harm. There is no specific framework to becoming trauma-informed, it is a generalized perspective towards individuals who have potentially experienced trauma.

Agencies or individuals who are not trauma educated may accidentally hinder the healing of traumatized individuals, causing secondary victimization. For example, a sexual assault survivor may experience further traumatization by being blamed for their victimization or repeatedly re-telling their assault in order to receive services. Trauma-informed environments create a space that feels safe, both emotionally and physically. Being trauma-informed fosters connection, builds trust, and provides a strength-based perspective that focuses on survival, coping, and resiliency. Trauma-informed response focuses on the survivor, aims to understand their perspective, and responds in a way that best supports them.

III. Biological Response to Trauma

Trauma can manifest physiologically in the body. In potentially life-threatening situations, the Sympathetic Nervous System prepares the body to fight or take flight, but if the perceived threat is too ominous the body may also freeze— being unable to move, unable to speak, and feeling mentally removed from the body. Because of the extreme stress and fear experienced during sexual assault, it is common for survivors to react with fight, flight or freeze response. This is an automatic biological response to a perceived threat.

IV. The After-effects of Trauma

Being affected by trauma may cause a hyperactive nervous system that misinterprets safe situations as life-threatening, and thus activates the fight, flight or freeze response. Triggers may be any sort of stimulus a touch, sound, smell or object that activate the fight, flight, or freeze survival mode. Regardless of whether the trigger poses an actual threat, the body perceives the threat as real. Every survivor differs in their ability to stabilize and self-regulate their nervous system activation. Some survivors with high-self

regulation and adaptive mindsets may be more resilient to symptoms of trauma, but for others, the sexual assault may cause a complete disruption of their life.

V. Individual Differences in Trauma

A traumatic event is perceived differently by every survivor. During fight, flight, or freeze response, the nervous system automatically perceives the level of threat, but there are several factors that may affect this perception. For example, even instances of minor sexual misconduct may be perceived as extreme danger if the nervous system is hypervigilant to stressful situations. Some factors that affect threat perception may include, but not be limited to the following: the amount of force used, the extent of physical or emotional injury, prior relationship with the attacker, other people's response to the assault, whether the survivor intended to fight the attacker, or the survivor's life history prior to the assault (i.e. emotional and physical health, and prior assaults/abuse or other traumas). The extent of perceived threat subsequently affects the severity of trauma experienced by the survivor.

VIII. Responding to Trauma

Believing disclosures of sexual assault is vital, as any hesitation or doubt regarding the survivor's truthfulness can have a lasting harmful impact on their well-being. Not being believed or subject to scrutiny from their community, family, or friends may lead to secondary victimization and cause further hardship for the survivor.

Early identification, intervention, and support are critical to reduce the suffering and begin healing. Seeking counselling after the sexual assault will aid the survivor in deactivating their nervous system, which notifies the brain that it is no longer in a life-threatening situation. Deactivating the nervous system is imperative to avoid worsening symptoms of physical trauma, dissociation, anxiety, intrusive thoughts, and ultimately to prevent the development of Post-Traumatic Stress Disorder. Seeking counselling may also aid the survivor to identify triggers and effectively regulate their body's response without activating fight, flight, or freeze survival mode. When responding to sexual violence, it is essential to recognize trauma and provide survivors with a nonjudgmental, safe environment to receive information and support.

8.2 Survivors of Sexual Assault

I. Demographics of Sexual Assault Survivors

Any person can be a victim of sexual assault. Sexual assault does not occur exclusively to individuals of a certain age, sex, sexual orientation, gender, diversity, socioeconomic status, cultural/ethnic background, or other social identity. Although sexual assault can happen to anyone, statistics have shown that certain individuals may be at a higher risk of experiencing sexual assault. Sexual violence is highly gendered, with the vast majority of victims being female. Young women are especially vulnerable to sexual violence; women ages fifteen to twenty-four are at the highest risk of being sexually assaulted. Additionally, individuals within a minority population, such as a visible minority (i.e. indigenous girls and women), are more vulnerable to sexual violence. Finally, individuals who have experienced past trauma may be more vulnerable to future traumatic experiences such as sexual assault.

II. Emotional Responses to Sexual Assault

A sexual assault survivor will likely experience a wide range of emotional reactions to the assault. Sexual violence is an extremely dehumanizing experience because the survivor was treated as a sexual object rather than an autonomous human being. Some survivors may experience anger, aggression, and violent urges, while other survivors experience sadness, tearfulness, and depression. They may appear calm and composed or anxious and distraught. A survivor may go through stages of shock, confusion, denial or disbelief about the sexual assault. Other common emotional responses include shame, anxiety, guilt, or self-blame.

Some survivors may struggle with powerlessness, fear, mistrust of others, or feeling unsafe. A survivor may also describe feeling numb with no emotional response. The emotional range will vary from individual to individual, and within an individual over time. Each survivor has their own way of emotionally coping with the sexual assault. Remember, whether a survivor reacts differently than societal expectations has no relation to the validity of the assault.

III. Physical Responses to Sexual Assault

A survivor can feel the effects of the sexual assault physically in their body. Depending on the nature of the assault, a survivor may need medical attention for various physical injuries. Following the assault, a survivor may experience shaking, soreness, pain, or tension in their body. It is also common for survivors to experience episodes of nausea, disorientation, fatigue, headaches or physical exhaustion. Other physical side-effects may involve unwanted pregnancy or STIs. For more information on the body's biological response to trauma refer to [*Trauma-Informed Response*](#).

IV. Cognitive Responses to Sexual Assault

Neurobiology has demonstrated that excessive stress and fear affect the brain's ability to encode information into long-term memory. During a sexual assault, the survivor's brain is focused on survival; however, the brain's reflexive response affects the survivor's ability to recall the sexual assault in a logical and systematic fashion. A survivor may

recall aspects of the assault in extreme detail while having no memory or disorganized fragments for other aspects of the assault. Trauma may also impact the survivor's cognitive abilities on a day-to-day basis. Survivors may have difficulties managing daily tasks, retaining information, or articulating what happened to them. They may feel easily overwhelmed, indecisive, forgetful, disorientated or confused.

V. Behavioural Responses to Sexual Assault

After the sexual assault, the survivor may voluntary or involuntary alter their behaviour during their day-to-day life. A survivor's behavioral reaction varies greatly as it is shaped by complex side-effects, unique barriers, and methods of coping. Emotional, cognitive or physical side-effects may urge the survivor to drastically change their life (i.e. changing jobs, residence, or communities). Many survivors struggle with re-living the sexual assault through nightmares, flashbacks, or intrusive memories. Without effective coping mechanisms, excessive fear can develop into anxieties, paranoia, or phobias, such as being alone, leaving their home, or confronting situations similar to the assault. A survivor may struggle with compulsive behaviours, hyper-vigilance, low startle response, or difficulties with boundaries. Some survivors may cope with the assault by self-isolation, avoidance or detachment. Other survivors may display behavioral changes, such as disturbances in focus, self-control, sexual activities as well as sleeping, eating, or socializing. As a result of the assault, some survivors are drawn to seek out dangerous situations and engage in high-risk behaviours. These risk-taking behaviours may include the use of alcohol, drugs, or self-harm to regain control or numb emotions. If a survivor feels too overwhelmed and unable to cope, they may have thoughts of suicide. Every survivor copes with sexual assault differently.

VI. Supporting Sexual Assault Survivors

Without trauma-informed intervention, youth may be vulnerable to life-long physical, emotional, and behavioral consequences. Support services, especially first point of contact, are imperative to assist survivors in recognizing their coping skills, establishing healthy emotional boundaries, and processing their experience without self-blame or judgment. The assistance of a trauma counsellor may aid a survivor in healing from their experience. It is vital to be mindful of concrete or perceived barriers survivors face when seeking support. In fact, individuals who are supporting the survivor may experience vicarious trauma that entails side-effects similar to those of the survivor. It may be helpful for the survivor's support network to also receive professional support to aid in processing their own emotions as well as learning how to best support the survivor.

VII. Reporting Sexual Assault

The overwhelming majority of sexual assaults are not reported to the police. There are a variety of barriers that may inhibit a survivor from reporting their sexual assault, such as issues of self-blame, fear, uncertainty, guilt, shame, or safety. Many survivors do not report their assault because they fear they will not be believed or will be blamed for their victimization. However, in reality, false reports of sexual assault are no higher than false reports of other criminal activity, both of which are extremely low. Crown prosecutors also face challenges to successfully convict a perpetrator and only a small percentage of reported sexual assaults result in a criminal conviction. Although the rate

of conviction is low (under 5%), social climate around sexual assault is changing and several high-profile cases have revealed the stigmatization survivors face.

8.3 Perpetrators of Sexual Assault

I. Demographics of Sexual Assault Perpetrators

Any person is capable of committing sexual violence, however, research has shown that there is a higher likelihood for certain populations to perpetrate sexual assault. Sexual violence is primarily committed by males. The majority of perpetrators are known by their victims (e.g. an acquaintance, friend, family member, past or current intimate partner). Additionally, individuals who have certain past experiences, such as childhood trauma, may be more likely to commit sexual violence. For example, research has demonstrated links between individuals exposed to violence (both physical or sexual) and committing sexual violence. Experiencing trauma during critical periods of brain development can affect future brain functioning, such as improper emotional regulation, dysregulation, and dysfunction. Individuals who commit sexual violence may also demonstrate behaviours such as, delinquency, impulsivity, antisocial tendencies, interpersonal issues, or alcohol/drug use. Sexual offenders commonly begin sexual misconduct in adolescence and progress into adulthood, initiating a lifetime of predation and criminality. Conversely, it is noteworthy that the overwhelming majority of individuals who demonstrate some of the aforementioned behaviours or past experiences will not go on to commit sexual violence.

II. Tactics used by Sexual Assault Perpetrators

Some perpetrators may only commit sexual assault once; however, many perpetrators continue to commit sexual violence throughout their life. Most sexual assaults are committed by a small portion of males who are repeat offenders. In fact, a study of undetected rapists indicated that the majority of college sexual assaults were perpetrated by serial offenders who, on average, committed 5.8 assaults. Some sexual assaults are unplanned and opportunistic, while other sexual assaults are meticulously premeditated, targeting and grooming specific victims. Perpetrators may use tactics of psychological weapons, physical force, and/or intoxication to make victims more vulnerable to sexual assault. Some perpetrators may intentionally target an acquaintance or use coercion that doesn't show visible injuries to decrease the likelihood of a survivor to report and increase difficulty for prosecutors to produce a successful conviction.

III. Development of Sexual Violence

Contrary to popular belief, most sexual assaults are not driven by sexuality or lust, but there may be several indications that an individual has the capacity or propensity to commit sexual assault. The path to sexual offending may differ from perpetrator to perpetrator, however, the research has identified typical indications that may lead to sexual offending. Some sexual assault perpetrators may commit sexual violence because of their anger and hostility towards women. Using aggression and coercion as means to achieve a goal can be a learnt behaviour. For example, growing up in an abusive home shows an individual that abuse, aggression, and violence are acceptable. These behaviours may also be understood from pornography that reinforces gender stereotypes, male dominance, and focus on male pleasure. Specifically, pornography that depicts aggression and violence is concerning as it links sexual gratification and violence.

Other individuals who feel a loss of control in their life may resort to committing sexual assault to regain control. For these perpetrators, power over another person allows the perpetrator to feel in control of their own life and emotions. Additionally, it is common for perpetrators to be motivated by a combination of power and control as well as anger towards women.

IV. Environmental Risk Factors & Sexual Violence

In a community, longstanding beliefs and attitudes shape the social environment and communicate acceptable behaviours. Individuals within a community are influenced by their social environment, particularly adolescents whose brains are still undergoing development. For example, a community that believes hostility towards women is acceptable is more likely to have individuals who act aggressively towards women. Likewise, research has identified several social factors linked to the likelihood of sexual violence. Harmful social environments may be characterized by male entitlement, hyper-masculinity, lack of empathy, female hostility, and acceptance of coercive sexual tactics (i.e. physical or verbal coercion and deliberate alcohol or drug consumption). Another damaging belief is token resistance, as it perpetuates the idea that women who initially deny sexual advances, in reality, do want to have sex if the male is persistent. Environments characterized by these factors pose a significant risk to women and perpetuate the acceptance of rape culture. Community tolerance or acceptance of sexual violence can be extremely damaging to influential youth and their understanding of sexuality. Individuals who endorse sexism or rape culture create a social environment where the perpetrator's actions are not challenged nor questioned but accepted or even encouraged. Combatting sexual violence begins with empowering both males and females to dispel harmful beliefs and attitudes to create a social environment characterized by equality and respect.

V. Facilitating Behavioural Change

Given the possibility of past trauma, longevity of offending, and widespread harmful repercussions, it is imperative that all individuals accused of sexual violence receive intervention. Being more responsive to treatment, adolescence is a critical time to reframe harmful behaviours before the sexual misconduct becomes entrenched. In light of this knowledge, it is extremely important to remain vigilant to any indications of sexual violence, including coercive beliefs or harassment, and intervene immediately. It is vital for the accused to receive nonjudgmental intervention to understand the consequences of their actions, challenge their sexual misconceptions, and build their understanding of healthy sexuality. Professional counselling may be essential to aid a perpetrator in understanding the root cause of their behaviour, learn healthy emotional regulation, and coping techniques.

8.4 Child, Family and Community Service Act

Part 3: Child Protection, Division 1: Responding to Reports

Section 13: When protection is needed

1. A child needs protection in the following circumstances:
 - a. if the child has been, or is likely to be, physically harmed by the child's parent or guardian;
 - b. if the child has been, or is likely to be, sexually abused or exploited by the child's parent or guardian;
 - c. if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent or guardian is unwilling or unable to protect the child;
 - d. if the child has been, or is likely to be, physically harmed because of neglect by the child's parent or guardian;
 - e. if the child is emotionally harmed by
 - i. the parent's or guardian's conduct, or
 - ii. living in a situation where there is domestic violence by or towards a person with whom the child resides;
 - f. if the child is deprived of necessary health care;
 - g. if the child's development is likely to be seriously impaired by a treatable condition and the child's parent or guardian refuses to provide or consent to treatment;
 - h. if the child's parent or guardian is unable or unwilling to care for the child and has not made adequate provision for the child's care;
 - i. if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
 - j. if the child's parent or guardian is dead and adequate provision has not been made for the child's care;
 - k. if the child has been abandoned and adequate provision has not been made for the child's care;
 - l. if the child is in the care of a director or another person by agreement and the child's parent or guardian is unwilling or unable to resume care when the agreement is no longer in force.
- 1.1 For the purpose of subsection 1. b. and c. but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,
 - a. encouraged or helped to engage in prostitution, or

- b. coerced or inveigled into engaging in prostitution.
- 1.2 For the purpose of subsection 1. a. and c. but without limiting the circumstances that may increase the likelihood of physical harm to a child, the likelihood of physical harm to a child increases when the child is living in a situation where there is domestic violence by or towards a person with whom the child resides.
 2. For the purpose of subsection 1. e., a child is emotionally harmed if the child demonstrates severe
 - a. anxiety,
 - b. depression,
 - c. withdrawal, or
 - d. self-destructive or aggressive behaviour.

Section 14: Duty to report need for protection

1. A person who has reason to believe that a child needs protection under section 13 must promptly report the matter to a director or a person designated by a director.
2. Subsection 1 applies even if the information on which the belief is based
 - a. is privileged, except as a result of a solicitor-client relationship, or
 - b. is confidential and its disclosure is prohibited under another Act.
3. A person who contravenes subsection 1 commits an offence.
4. A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offence.
5. No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.
6. A person who commits an offence under this section is liable to a fine of up to \$10 000 or to imprisonment for up to 6 months, or to both.
7. The limitation period governing the commencement of a proceeding under the *Offence Act* does not apply to a proceeding relating to an offence under this section.

8.5 Criminal Code of Canada

V. Sexual Assault

The *Criminal Code* defines “assault” as the intentional application of force to another person without their consent. Canadian courts interpret sexual assault as an assault committed in sexual circumstances that violate an individual’s sexual integrity.

Canada’s *Criminal Code* contains three levels of sexual assault, from the least serious (Level 1) to the most serious (Level 3):

Level 1 Sexual Assault [s.271]

Occurs when any form of sexual activity is forced upon another person without that person’s consent; Carries a ten-year maximum sentence (if prosecuted as an indictable offence); or Carries an 18-month maximum sentence (if prosecuted as a summary conviction offence).

Level 2 Sexual Assault with a Weapon, Threats to a Third Party, or Causing Bodily Harm [s.272]

Occurs when a person is sexually assaulted by someone who has a weapon or threatens to use a weapon (an imitation or real weapon), threatens to cause bodily harm to a third person (for example, a child or friend), causes bodily harm to the victim, or is a party to the offence with any other person; Carries a 14-year maximum sentence; and carries a four-year minimum sentence if a firearm was used.

Level 3 Aggravated Sexual Assault [s.273]

Occurs when a person wounds, maims, disfigures, brutally beats or endangers the life of the victim during a sexual assault; Carries a maximum sentence of life imprisonment; and Carries a four-year minimum sentence if a firearm was used.

VI. Consent

Consent [s.273.1]

For the purposes of sexual assault conviction, the *Criminal Code* defines consent as the voluntary agreement of the complainant to engage in the sexual activity in question.

No consent is obtained where:

- a. the agreement is expressed by the words or conduct of a person other than the complainant;
- b. the complainant is incapable of consenting to the activity;
- c. the accused induces the complainant to engage in the activity by abusing a position of trust, power or authority;
- d. the complainant expresses, by words or conduct, a lack of agreement to engage in the activity; or
- e. the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.

VII. Sexual Offences

Consent No Defence [s.150.1]

When an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant under the age of 16 years, it is not a defence that the complainant consented to the activity that forms the subject-matter of the charge.

- Exception — complainant aged 12 or 13

When an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant who is 12 years of age or more but under the age of 14 years, it is a defence that the complainant consented to the activity that forms the subject-matter of the charge if the accused

- a. is less than two years older than the complainant; and
- b. is not in a position of trust or authority towards the complainant, is not a person with whom the complainant is in a relationship of dependency and is not in a relationship with the complainant that is exploitative of the complainant.

- Exception — complainant aged 14 or 15

If an accused is charged with an offence of sexual assault, sexual interference or lack of consent in respect of a complainant who is 14 years of age or more but under the age of 16 years, it is a defence that the complainant consented to the activity that forms the subject-matter of the charge if the accused

- a. is less than five years older than the complainant; and
- b. is not in a position of trust or authority towards the complainant, is not a person with whom the complainant is in a relationship of dependency and is not in a relationship with the complainant that is exploitative of the complainant.

Sexual Interference [s.151]

Every person who, for a sexual purpose, touches, directly or indirectly, with a part of the body or with an object, any part of the body of a person under the age of 16 years is guilty of an indictable offence or of an offence punishable on summary conviction and is liable to imprisonment.

Voyeurism [s.162]

Every one commits an offence who, surreptitiously, observes — including by mechanical or electronic means — or makes a visual recording of a person who is in circumstances that give rise to a reasonable expectation of privacy, if

- a. the person is in a place in which a person can reasonably be expected to be nude, to expose his or her genital organs or anal region or her breasts, or to be engaged in explicit sexual activity;
- b. the person is nude, is exposing his or her genital organs or anal region or her breasts, or is engaged in explicit sexual activity, and the observation or

- recording is done for the purpose of observing or recording a person in such a state or engaged in such an activity; or
- c. the observation or recording is done for a sexual purpose.

Printing, publication, etc., of voyeuristic recordings

Every one commits an offence who, knowing that a recording was obtained by the commission of an offence under subsection (1), prints, copies, publishes, distributes, circulates, sells, advertises or makes available the recording, or has the recording in his or her possession for the purpose of printing, copying, publishing, distributing, circulating, selling or advertising it or making it available.

Publication, etc., of an intimate image without consent [s.162.1]

Every one who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty of an indictable offence or of an offence punishable on summary conviction.

Child Pornography [s.163.1]

In this section, *child pornography* means

- e. a photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means,
 - i. that shows a person who is or is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or
 - ii. the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of eighteen years;
- f. any written material, visual representation or audio recording that advocates or counsels sexual activity with a person under the age of eighteen years that would be an offence under this Act;
- g. any written material whose dominant characteristic is the description, for a sexual purpose, of sexual activity with a person under the age of eighteen years that would be an offence under this Act; or
- h. any audio recording that has as its dominant characteristic the description, presentation or representation, for a sexual purpose, of sexual activity with a person under the age of eighteen years that would be an offence under this Act.

Every person who makes, prints, publishes or possesses for the purpose of publication any child pornography is guilty of an indictable offence and liable to imprisonment.

Every person who transmits, makes available, distributes, sells, advertises, imports, exports or possesses for the purpose of transmission, making available, distribution, sale, advertising or exportation any child pornography is guilty of an indictable offence and liable to imprisonment.

Every person who possesses any child pornography is guilty of an indictable offence or an offence punishable on summary conviction and is liable to imprisonment.

Every person who accesses any child pornography is guilty of an indictable offence or an offence punishable on summary conviction and is liable to imprisonment.

VIII. Misleading Justice

Obstructing Justice [s.139]

Everyone who willfully attempts in any manner to obstruct, pervert or defeat the course of justice in a judicial proceeding,

- a. by indemnifying or agreeing to indemnify a surety, in any way and either in whole or in part, or
- b. where he is a surety, by accepting or agreeing to accept a fee or any form of indemnity whether in whole or in part from or in respect of a person who is released or is to be released from custody,

is guilty of

- c. an indictable offence and is liable to imprisonment
- d. an offence punishable on summary conviction.

8.6 Safety and Academic Accommodations in a School Setting

Considering the effects of trauma on learning, focus, emotional welfare, and social relationships, accommodations may be considered to aid the well-being of both the survivor and the accused youth. It is the role of the School Administrator to protect the due process rights of the victim and alleged perpetrator as bound by judicial guidelines and conditions.

Accommodations need to consider legal documents or ongoing investigations such as a RCMP Undertaking, specific conditions, or other legal proceedings. In most cases a documented, individually tailored, support plan should be developed for each individual. The school administrator will ensure that information is shared with the appropriate parties.

Considerations for the Development of a Student Support Plan:

All Student Support Plans are individual and require regular revision. Follow up meetings need to be scheduled to assess the success of the Plan (generally every 2 weeks), the need for modification, and eventually to determine when it is no longer needed. Considerations include:

- Meet the youth 'where they are at' and work with them on areas they identify as important and relevant.
- Restricted access between the survivor and the accused or any individual who engages in harassment towards the survivor
- Alteration of class schedule
- Identify safe use of washroom
- Revisit locker location
- Extensions or exemptions on assignments
- Unrestricted access to school counselling and/or other supports
- Ask the student to describe what they already do to cope when they feel anxious or afraid and build upon the strategies that are healthy and helpful
- Identify safe spaces within the school
- Assist youth in identifying safe people in the school they can talk with about their feelings. For some youth, writing in a journal or diary is also a way for them to express their feelings.
- Determine school ground boundaries for the student
- Identify supports in the school building
- Determine agency involvement and/or need for consultation with professionals outside of the school system (i.e., qathet SAFE)
- Revisit sharing of Information (i.e., Educational personnel who are in contact with the student)
- Script language to respond to possible questions from peers/teachers
- Discuss technology usage during school hours
- Determine substance use and if/how it gets in the way of safety

Note: Refer the survivor to Specialized Victim Services for long-term safety planning.

8.7 Short-term Safety Planning

Refer the survivor to Sexual Assault Support (SAS) at qathet SAFE for long-term safety planning. In the interim, you may discuss their safety and protection.

Safety planning should be individually tailored to the unique needs of each survivor. Ask open-ended questions to identify risks and create a safety plan.

It is important to recognize why the survivor is disclosing the sexual assault. Is the assault recent or in the past? If the assault was recent, you have the opportunity assist the survivor in getting timely support to prevent future harm. If the assault is in the past, the survivor may be experiencing negative side-effects, you have the opportunity to mitigate these side-effects and assist the survivor in getting timely support.

The following list of questions may assist in short-term safety planning for survivors.

Physical Safety Planning

- Is there an immediate risk to their safety?
- Do they feel safe?
 - Where do they feel safe?
 - When are they alone?
 - Who do they feel safe with?
 - Who can they call if they feel unsafe?
- Do they have access to medical services?
- Do they have access to Specialized Victim Services, RCMP, or MCFD?
 - Do they have safe transportation?
 - Do you have a support person to accompany them to appointments?

Emotional Safety Planning

- Is there any immediate risk to their emotional safety?
 - Are they at risk to hurt themselves?
- Do they have an emotional support system?
 - Do they have someone they can talk to?
- Do they have access to emotional support services?

Issues in relation to the accused

- Does the accused have access to them?
 - Discuss safety strategies if the accused contacts them
- Is there risk of bullying or harassment?
 - Who can they talk to if they experience bullying or harassment?

8.8 Youth Resources for Sexual Violence

Community Based Services	
qathet SAFE	
Phone: 604-485-5335	Website: www.qathetsafe.com
<p>qathet SAFE offers a variety of services including Sexual Assault Services (SAS), Specialized Victim Support Services (Community-Based Victim Services). Community based victim services, such as those provided thru qathet SAFE, can be accessed without an incident report to the police. Community based supports provide services to victims of family and sexual violence.</p>	
<p>Phone: 604-485-5335</p> <p>Emergencies: 604-485-9773</p> <p>Office Hours: Monday – Friday, 8:30am – 4:30pm</p> <p>Location: #209-6975 Alberni St. Powell River, BC V8A 2B8</p> <p>Website: www.qathetsafe.com</p>	

RCMP Based Services	
Police Based Victim Services	
Phone: 604-485-3415 (desk) 604-414- 9596 (cell)	
<p>Police Based Victim Services (PBVS) provides victims, witnesses and their family members with professional, supportive, and timely assistance. PBVS staff works together with the Powell River RCMP to support and advocate for the rights of victims.</p>	
<p>Phone: 604-414-9596</p> <p>Emergencies: 911</p> <p>Location: 7070 Barnet Street, Powell River, BC, V8A 2A1</p>	

24-Hour Support Services			
VictimLink BC	Toll-free, 24/7, confidential, information and referral services to all victims of crime and crisis support to victims of family and sexual violence	Call: 1-800-563-0808 Text: 1-800-563-0808 TTY: 604-875-0885 Email: VictimLinkBC@bc211.ca	
Youth Against Violence	24/7 anonymous support for youth	Call: 1-800-680-4264 Text: 604-836-6381 TTY: 604-875-0885 Email: info@youthagainstviolenceline.com	
Kids Help Phone	Free telephone counselling for children and youth	Call: 1-800-668-6868 Text: 686868 www.kidshelpphone.ca	
Suicide Crisis Line	Emotional support, suicide intervention and resources	Call: 988 Text: 988 Online Chat: Every night, Noon – 1am at www.youthinbc.com	
Mental Health Crisis Line	Emotional support, information and resources specific to mental health	Call: 310-6789 (no area code needed)	
Youth Space *not 24-hr service	Provides a safe place for Canadian youth under 30 years of age to access emotional support, resources, and crisis response.	Text: 778-783-0177 Online Chat: Every night, 6pm – 12am at www.youthspace.ca	
Youth Online Resources: www.needhelpnow.ca www.cybertip.ca www.legalrightsfor youth.ca www.bullyingcanada.ca www.loveisrespect.org www.drugcocktails.ca	Youth Mental Health Resources: www..mindcheck.ca (Foundry) www.mindyourmind.ca www.heretohelp.bc.ca www.keltymentalhealth.ca www.youth.anxietybc.com	Safety Apps: Aspire bSafe Circleof6	Wellness Apps: Mindshift Happify Healthy Minds Mental Workout Insight Timer Simply Being

Ministry of Children and Family Development

Child Protection and Youth Mental Health Services

Phone: 1-800-663-9122

Website: www2.gov.bc.ca

Child Protection Services

Child protection services in BC are intended to safeguard children from harm. Where there is reason to believe a child has been abused or neglected, or is otherwise in need of protection, child protection social workers have the delegated authority to investigate and take appropriate action to ensure that child's safety.

If a child is in immediate danger, call police (**call 9-1-1**) or your local police) to intervene and a child protection social worker should be contacted to determine whether the child is in need of protection.

If you think a child or youth under 19 years of age is being abused or neglected, you have the legal duty to report your concern to a child welfare worker. **Phone 1 800 663-9122** at any time of the day or night.

Your call will be answered by the Provincial Centralized Screening team (PCS) and their primary role is to receive and assess child protection reports and initial requests for ministry service across the province, 24 hours a day, 365 days a year. Provincial Centralized Screening can be reached at the following numbers: 1-800-663-9122 or 604-660-4927 (Lower Mainland & outside BC).

BC Child and Youth Mental Health

As part of the provincial government's Ministry of Children and Family Development, we are a free and voluntary service. In each area of the province, Child and Youth Mental Health (CYMH) services are offered to infants, children and youth up to 18 years of age who are experiencing mental health challenges. We also have specialized teams in the province who focus on Aboriginal children and youth.

Child & Family Services Office for Powell River:

Phone for Child Protection: 1-604-485-0600

Phone for Child and Youth Mental Health: 1-604-485-0603

Location: 6944 Alberni Street, Powell River, BC, V8A 2C1

Website: www2.gov.bc.ca

8.9 qathet School District – Administrative Procedure 325: Child Abuse Investigations in Schools

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.
 - 4.5.2.3. Where allegations of child abuse are made against school-aged students, under the age of 12:
 - 4.5.2.4. School administrators have the responsibility and authority under the School Act to investigate allegations that a student has abused another student within the school environment. School administrators may take disciplinary or other remedial action, in accordance with Board Policy.
 - 4.5.2.5. School employees and administrators also have responsibility to take appropriate action to safeguard a student who is the victim of abusive conduct by other students at school and to notify the parents of the students involved.
 - 4.5.2.6. School officials may notify and/or consult the RCMP or MCFD where appropriate, in accordance with the Trilateral Protocol Agreement Responding to Child Abuse and Neglect. School authorities have discretion in the circumstances of many minor offences whether to deal with a matter through the school discipline process or whether to call in the RCMP. A report to a Child Welfare Worker is only required

where there is reason to believe that the child's parent is unable or unwilling to take action required to protect the child or where there is reason to believe that other abuse (including abuse of the alleged abuser) has taken place outside the scope of the school district investigation and the parent is unwilling or unable to protect the child (or the parent is implicated in the abuse). Employees who do make reports to MCFD should inform the school principal or designate immediately.

8.10 Administrative Procedure 194 – Appendix 2: Sexual Misconduct Reporting and Response Checklist for School Principals: Students Under Twelve

SEXUAL MISCONDUCT REPORTING AND RESPONSE CHECKLIST OF PROCEDURES

STUDENTS COMPLAINANTS UNDER 12 YEARS

If the student discloses abuse (or if there is suspected abuse) report the situation immediately to the Ministry for Children and Families at 1-800-663-9122.

Note: The person disclosing that they have experienced sexual misconduct is the Complainant and the person against whom the allegations are made is the Respondent.

Name:		School Name:	
Date of Birth:		Aboriginal:	
Grade:		Category:	
Age:		Date of Incident:	
Gender:		Incident Location:	
Parent/Guardian:		Parent/Guardian:	
Address:		Address:	
Phone #:		Phone #:	

Procedures:

Once a report of sexual misconduct is received, The Principal or Supervisor **must** complete this Appendix- ***Sexual Misconduct Procedures, Checklist and Response Plan: Students Over 12 years of Age*** and submit to the Director of Student Support Services.

1. Complete other processes, such as Worrisome Behavior / VTRA as advised by the Director of Student Support Services.

The District employee who receives the report will act in the following manner:

1. Be there for the Complainant in a supportive capacity;

2. Provide compassion and understanding. Recognize that the Complainant may have difficulty remembering details and may be delayed in coming forward with the allegations. This is normal when a traumatic event has occurred;
3. Listen without judgement;
4. Respect the rights of the complainant to choose the services they feel are appropriate, including their decision to make a report to police agencies. As the Complainant is a student, The District is obligated to report to the police agency School Liaison Officer and to MCFD;
5. Let the Complainant, Respondent, third party or witnesses know of their right to and responsibility for confidentiality. Advise them that while their information is confidential, the School District is obligated to share it with certain agencies or persons such as the police, MCFD and Parent/Guardian (as appropriate).

Administrative Checklist

Immediate Action by Principal or Designate

Actions to take	Notes/Phone Numbers	Done
Receive/gather facts and basic information from the Complainant and Respondent.		
Ensure the safety of the Complainant and determine if medical attention is required.	Call 9-1-1 or local police agency if urgent and /or medical attention is required	
Develop a Response Plan for the Complainant and do not return the Complainant or the Respondent(s) to class until the response plan is developed.		
Determine if the student has an Indigenous ancestry and inform the district principal.		
Contact the district Safe School Coordinator, responsible to respond to critical incidents to determine appropriate protocols.		
Contact the district Superintendent.		
Contact the parent/guardian of the Complainant.		
Contact the parent/guardian of the Respondent.		
Follow the interagency protocol on child abuse and neglect	Protocol on Abuse and Neglect	
Contact the School Liaison Officer or local RCMP		
Contact the Ministry for Children and Families (Contact Centralized Screening, or Local Office) if parent or guardian is identified as the respondent	MCFD: 1-800-663-9122	

Supports and Ongoing/Follow up Procedures

Actions to take	Notes/Phone Numbers	Done
Refer the Complainant to a school counsellor		
Refer the Respondent to a school counsellor		
Discuss with the Parent/Guardian community services available. (local CYMH office, Sexual Assault Support through qathet SAFE or victim services). Please be aware this is not an exhaustive list		
Provide the Complainant and the Respondent’s Parent/Guardian with a link or a hard copy of the School District’s policies and Administrative Procedures		
Provide the parent/guardian with your contact information and establish meeting times (in person or by telephone) for ongoing communication		
Provide an overview of additional processes used such as a VTRA, Worrisome Behavior, or others to develop intervention plans		
Provide information on how a process can be appealed		
Monitor the Complainant’s response plan		

Response Plan

Knowledge of this response plan should be determined on a “need-to-know” basis ensuring protection of privacy for the Complainant. Do not return the Complainant or the Respondent to class until this plan is completed and has been communicated to all persons requiring knowledge of it. There should be no duplicate copies of this document kept at the school. This document should be stored in a secure location designated by the School Administrator. One copy must be sent to the Safe School Coordinator who is responsible to respond to critical incidents.

School & Community Action Plan

Specifics of the School and Community Plan:

Actions to take	Done
Immediately notify parent/guardian(s) of all students involved (mandatory)	
Liaise with the Safe Schools Coordinator if appropriate. Consult with district based team if needed	
Notify school staff directly involved with plan implementation	
Alternate pick up/drop off times or locations, recess, lunch times or locations	
Informed consent to share this plan with involved professionals as parent/guardian deems necessary and appropriate	
Assign seating and have student line up in proximity to teacher/EA	
Modify schedule	
Alternate classroom environment	
Plan to continue to increase connectedness at school	
Consult with RCMP or local police agency	
If appropriate connect student with RCMP	

Specifics of the School and Community Plan:

Date of Plan: _____

Individuals Involved in Developing Response Plan

Principal or Vice Principal Name:
Classroom Teacher Name:
Safe School Coordinator Name:
Parent/Guardian Name:
Parent/Guardian Name:
Other/Agency Name:
Other/Agency Name:
Other/Agency Name:

List other staff/positions that may need to participate in the implementation of this response plan:

Response Plan review date/time/location: _____

8.11 Administrative Procedure 194 – Appendix 2: Sexual Misconduct Reporting and Response Checklist for School Principals: Students Twelve Years and Over

SEXUAL MISCONDUCT PROCEDURES, CHECKLIST AND RESPONSE PLAN

STUDENT COMPLAINANT 12 YEARS AND OVER

If the student discloses abuse by a parent or guardian (or if there is suspected abuse) report the situation immediately to the Ministry for Children and Families at 1-800-663-9122.

Note: The person disclosing they have experienced sexual misconduct is the complainant and the person whom the allegations are made is the respondent.

Complainants Name:		School:	
Date of Birth:		Indigenous:	
Grade:		Designation Category:	
Age:		Date of Incident:	
Gender:		Incident Location:	
Parent/Guardian:		Parent/Guardian:	
Address:		Address:	
Phone #:		Phone #:	

Procedures:

Once a report of sexual misconduct is received, The Principal or Supervisor **must** complete this Appendix- ***Sexual Misconduct Procedures, Checklist and Response Plan: Students Under 12 years of Age*** and submit to the Director in Student Support Services.

1. Complete other processes, such as Worrisome Behavior / VTRA as advised by the Director of Student Support Services.

The District employee who receives the report will act in the following manner:

1. Be there for the complainant in a supportive capacity;

2. Provide compassion and understanding. Recognize the complainant may have difficulty remembering details and may be delayed in coming forward with the allegations. This is normal when a traumatic event has occurred;
3. Listen without judgement;
4. Respect the rights of the complainant to choose the services they feel are appropriate, including their decision to make a report to the police. As the complainant is a student the district is obligated to report to police and to MCFD.
5. Let the complainant, respondent, third party witnesses know of their rights to and responsibility for confidentiality. Advise them that while their information is confidential, the school district is obligated to share it with certain agencies or persons such as the RCMP, MCFD, and parent/guardians (as appropriate).

Administrative Checklist

Immediate Action by Principal or Designate

Actions to take	Notes/Phone Numbers	Done
Receive/gather facts and basic information from the Complainant and Respondent.		
Ensure the safety of the Complainant and determine if medical attention is required.	Call 9-1-1 or local police if urgent and /or medical attention is required	
Develop a Response Plan for the Complainant and do not return the Complainant or the Respondent(s) to class until this has occurred.		
Determine if the student has an Indigenous ancestry and inform the District Principal of Indigenous Education		
Contact the Safe School Coordinator who is responsible for responding to critical incidents to determine appropriate protocols.		
Contact the Director of Student Support Services to determine appropriate protocols.		
Contact the parent/guardian of the Complainant		
Contact the parent/guardian of the Respondent		
Follow the local Trilateral Protocol on child abuse and neglect		
Contact the RCMP or local police School Liaison Officer or local police/RCMP detachment		
Contact the Ministry for Children and Families or Delegated Authorized Agency (Contact Local Office, or Centralized Screening) if a parent of guardian is the respondent or for supports for the complainant	MCFD: 1-800-663-9122	

Supports and Ongoing/ Follow up Procedure

Actions to take	Notes/Phone Numbers	Done
Refer the Complainant to a School Based Counsellor		
Refer the Respondent to a School Based Counsellor		
Discuss with Parent/Guardian community services available such as those through CYMH, Sexual Assault Support through qathtet SAFE and victim services (be aware this is not an exhaustive list)		
Provide the Complainant and the Respondent's Parent/Guardian with a link or hard copies of the School District's policies and processes.		
Provide the Parent/Guardian with your contact information and establish meeting times (in person or by telephone) for ongoing communication.		
Provide an overview of any additional internal processes, such as a VTRA for Respondents, to develop intervention plans.		
Provide information on how a process can be appealed within the district.		
Monitor the Complainant's response plan.		
Continue to make contact with the Complainant and their family. Schedule a follow up meeting.		
Continue to make contact with the Respondent and their family.		

School & Community Action Plan

Actions to take	Done
Immediately notify Parent/Guardian(s) of all students involved (Mandatory)	
Liaise with Safe Schools Coordinator if appropriate. Consult with district team if needed	
Notify school staff directly involved with plan implementation	
Alternate pick up/drop off times or locations, recess, lunch times or locations	
Informed consent to share this plan with involved professionals as parent/guardian deems necessary and appropriate	
Assign seating and have student line up in proximity to teacher/EA	
Modify schedule	
Alternate classroom environment	
Plan to continue to increase connectedness at school	
Consult with RCMP	
If appropriate connect student with RCMP	

Specifics of the School and Community Plan:

Date of Plan: _____

Individuals Involved in Developing Response Plan

Principal or Vice Principal Name:
Classroom Teacher Name:
School & Family Consultant Name:
Parent/Guardian Name:
Parent/Guardian Name:
Other/Agency Name:
Other/Agency Name:
Other/Agency Name:

List other staff/positions that may need to participate in the implementation of this response plan:

Response Plan review date/time/location: _____



SEXUAL MISCONDUCT REPORTING AND RESPONSE CHECKLIST OF PROCEDURES

STUDENTS UNDER 12 YEARS

If the student discloses abuse (or if there is suspected abuse) report the situation immediately to the Ministry for Children and Families at 1-800-663-9122.

Note: The person disclosing that they have experienced sexual misconduct is the Complainant and the person against whom the allegations are made is the Respondent.

Name:		School Name:	
Date of Birth:		Aboriginal:	
Grade:		Category:	
Age:		Date of Incident:	
Gender:		Incident Location:	
Parent/Guardian:		Parent/Guardian:	
Address:		Address:	
Phone #:		Phone #:	

Procedures:

Once a report of sexual misconduct is received, The Principal or Supervisor **must** complete this Appendix- ***Sexual Misconduct Procedures, Checklist and Response Plan: Students Over 12 years of Age*** and submit to the Director of Student Support Services.

1. Complete other processes, such as Worrisome Behavior / VTRA as advised by the Director of Student Support Services.

The District employee who receives the report will act in the following manner:

1. Be there for the Complainant in a supportive capacity;
2. Provide compassion and understanding. Recognize that the Complainant may have difficulty remembering details and may be delayed in coming forward with the allegations. This is normal when a traumatic event has occurred;



3. Listen without judgement;
4. Respect the rights of the complainant to choose the services they feel are appropriate, including their decision to make a report to police agencies. As the Complainant is a student, The District is obligated to report to the police agency School Liaison Officer and to MCFD;
5. Let the Complainant, Respondent, third party or witnesses know of their right to and responsibility for confidentiality. Advise them that while their information is confidential, the School District is obligated to share it with certain agencies or persons such as the police, MCFD and Parent/Guardian (as appropriate).



Administrative Checklist

Immediate Action by Principal or Designate

Actions to take	Notes/Phone Numbers	Done
Receive/gather facts and basic information from the Complainant and Respondent.		<input type="checkbox"/>
Ensure the safety of the Complainant and determine if medical attention is required.	Call 9-1-1 or local police agency if urgent and /or medical attention is required	<input type="checkbox"/>
Develop a Response Plan for the Complainant and do not return the Complainant or the Respondent(s) to class until the response plan is developed.		<input type="checkbox"/>
Determine if the student has an Indigenous ancestry and inform the district principal.		<input type="checkbox"/>
Contact the district Safe School Coordinator, responsible to respond to critical incidents to determine appropriate protocols.		<input type="checkbox"/>
Contact the district Superintendent.		<input type="checkbox"/>
Contact the parent/guardian of the Complainant.		<input type="checkbox"/>
Contact the parent/guardian of the Respondent.		<input type="checkbox"/>
Follow the interagency protocol on child abuse and neglect	Protocol on Abuse and Neglect	<input type="checkbox"/>
Contact the School Liaison Officer or local RCMP		<input type="checkbox"/>
Contact the Ministry for Children and Families (Contact Centralized Screening, or Local Office) if parent or guardian is identified as the respondent	MCFD: 1-800-663-9122	<input type="checkbox"/>



Supports and Ongoing/Follow up Procedures

Actions to take	Notes/Phone Numbers	Done
Refer the Complainant to a school counsellor		<input type="checkbox"/>
Refer the Respondent to a school counsellor		<input type="checkbox"/>
Discuss with the Parent/Guardian community services available. (local CYMH office, Sexual Assault Support through qathet SAFE or victim services). Please be aware this is not an exhaustive list		<input type="checkbox"/>
Provide the Complainant and the Respondent's Parent/Guardian with a link or a hard copy of the School District's policies and Administrative Procedures		<input type="checkbox"/>
Provide the parent/guardian with your contact information and establish meeting times (in person or by telephone) for ongoing communication		<input type="checkbox"/>
Provide an overview of additional processes used such as a VTRA, Worrisome Behavior, or others to develop intervention plans		<input type="checkbox"/>
Provide information on how a process can be appealed		<input type="checkbox"/>
Monitor the Complainant's response plan		<input type="checkbox"/>
Continue to make contact with the Complainant and their family. Schedule a follow up meeting		<input type="checkbox"/>
Continue to make contact with the Respondent and their family. Schedule a follow up meeting		<input type="checkbox"/>



Response Plan

Knowledge of this response plan should be determined on a “need-to-know” basis ensuring protection of privacy for the Complainant. Do not return the Complainant or the Respondent to class until this plan is completed and has been communicated to all persons requiring knowledge of it. There should be no duplicate copies of this document kept at the school. This document should be stored in a secure location designated by the School Administrator. One copy must be sent to the Safe School Coordinator who is responsible to respond to critical incidents.

School & Community Action Plan

Specifics of the School and Community Plan:

Immediately notify parent/guardian(s) of all students involved (mandatory)	<input type="checkbox"/>
Liaise with the Safe Schools Coordinator if appropriate. Consult with district based team if needed	<input type="checkbox"/>
Notify school staff directly involved with plan implementation	<input type="checkbox"/>
Alternate pick up/drop off times or locations, recess, lunch times or locations	<input type="checkbox"/>
Informed consent to share this plan with involved professionals as parent/guardian deems necessary and appropriate	<input type="checkbox"/>
Assign seating and have student line up in proximity to teacher/EA	<input type="checkbox"/>
Modify schedule	<input type="checkbox"/>
Alternate classroom environment	<input type="checkbox"/>
Plan to continue to increase connectedness at school	<input type="checkbox"/>
Consult with RCMP or local police agency	<input type="checkbox"/>
If appropriate connect student with RCMP	<input type="checkbox"/>

Specifics of the School and Community Plan:

Date of Plan: _____



Individuals Involved in Developing Response Plan

Principal or Vice Principal Name:
Classroom Teacher Name:
Safe School Coordinator Name:
Parent/Guardian Name:
Parent/Guardian Name:
Other/Agency Name:
Other/Agency Name:
Other/Agency Name:

List other staff/positions that may need to participate in the implementation of this response plan:

Response Plan review date/time/location: _____



SEXUAL MISCONDUCT PROCEDURES, CHECKLIST AND RESPONSE PLAN

STUDENT COMPLAINANT 12 YEARS AND OVER

If the student discloses abuse by a parent or guardian (or if there is suspected abuse) report the situation immediately to the Ministry for Children and Families at 1-800-663-9122.

Note: The person disclosing they have experienced sexual misconduct is the complainant and the person whom the allegations are made is the respondent.

Complainants Name:		School:	
Date of Birth:		Indigenous:	
Grade:		Designation Category:	
Age:		Date of Incident:	
Gender:		Incident Location:	
Parent/Guardian:		Parent/Guardian:	
Address:		Address:	
Phone #:		Phone #:	

Procedures:

Once a report of sexual misconduct is received, The Principal or Supervisor **must** complete this Appendix- ***Sexual Misconduct Procedures, Checklist and Response Plan: Students Under 12 years of Age*** and submit to the Director in Student Support Services.

1. Complete other processes, such as Worrisome Behavior / VTRA as advised by the Director of Student Support Services.

The District employee who receives the report will act in the following manner:

1. Be there for the complainant in a supportive capacity;
2. Provide compassion and understanding. Recognize the complainant may have difficulty remembering details and may be delayed in coming forward with the allegations. This is normal when a traumatic event has occurred;

3. Listen without judgement;
4. Respect the rights of the complainant to choose the services they feel are appropriate, including their decision to make a report to the police. As the complainant is a student the district is obligated to report to police and to MCFD.
5. Let the complainant, respondent, third party witnesses know of their rights to and responsibility for confidentiality. Advise them that while their information is confidential, the school district is obligated to share it with certain agencies or persons such as the RCMP, MCFD, and parent/guardians (as appropriate).



Administrative Checklist

Immediate Action by Principal or Designate

Actions to take	Notes/Phone Numbers	Done
Receive/gather facts and basic information from the Complainant and Respondent.		<input type="checkbox"/>
Ensure the safety of the Complainant and determine if medical attention is required.	Call 9-1-1 or local police if urgent and /or medical attention is required	<input type="checkbox"/>
Develop a Response Plan for the Complainant and do not return the Complainant or the Respondent(s) to class until this has occurred.		<input type="checkbox"/>
Determine if the student has an Indigenous ancestry and inform the District Principal of Indigenous Education		<input type="checkbox"/>
Contact the Safe School Coordinator who is responsible for responding to critical incidents to determine appropriate protocols.		<input type="checkbox"/>
Contact the Director of Student Support Services to determine appropriate protocols.		<input type="checkbox"/>
Contact the parent/guardian of the Complainant		<input type="checkbox"/>
Contact the parent/guardian of the Respondent		<input type="checkbox"/>
Follow the local Trilateral Protocol on child abuse and neglect		<input type="checkbox"/>
Contact the RCMP or local police School Liaison Officer or local police/RCMP detachment		<input type="checkbox"/>
Contact the Ministry for Children and Families or Delegated Authorized Agency (Contact Local Office, or Centralized Screening) if a parent of guardian is the respondent or for supports for the complainant	MCFD: 1-800-663-9122	<input type="checkbox"/>



Supports and Ongoing/ Follow up Procedure

Actions to take	Notes/Phone Numbers	Done
Refer the Complainant to a School Based Counsellor		<input type="checkbox"/>
Refer the Respondent to a School Based Counsellor		<input type="checkbox"/>
Discuss with Parent/Guardian community services available such as those through CYMH, Sexual Assault Support through qathtet SAFE and victim services (be aware this is not an exhaustive list)		<input type="checkbox"/>
Provide the Complainant and the Respondent's Parent/Guardian with a link or hard copies of the School District's policies and processes.		<input type="checkbox"/>
Provide the Parent/Guardian with your contact information and establish meeting times (in person or by telephone) for ongoing communication.		<input type="checkbox"/>
Provide an overview of any additional internal processes, such as a VTRA for Respondents, to develop intervention plans.		<input type="checkbox"/>
Provide information on how a process can be appealed within the district.		<input type="checkbox"/>
Monitor the Complainant's response plan.		<input type="checkbox"/>
Continue to make contact with the Complainant and their family. Schedule a follow up meeting.		<input type="checkbox"/>
Continue to make contact with the Respondent and their family.		<input type="checkbox"/>



School & Community Action Plan

Specifics of the School and Community Plan:

Immediately notify Parent/Guardian(s) of all students involved (Mandatory)	<input type="checkbox"/>
Liaise with Safe Schools Coordinator if appropriate. Consult with district team if needed	<input type="checkbox"/>
Notify school staff directly involved with plan implementation	<input type="checkbox"/>
Alternate pick up/drop off times or locations, recess, lunch times or locations	<input type="checkbox"/>
Informed consent to share this plan with involved professionals as parent/guardian deems necessary and appropriate	<input type="checkbox"/>
Assign seating and have student line up in proximity to teacher/EA	<input type="checkbox"/>
Modify schedule	<input type="checkbox"/>
Alternate classroom environment	<input type="checkbox"/>
Plan to continue to increase connectedness at school	<input type="checkbox"/>
Consult with RCMP	<input type="checkbox"/>
If appropriate connect student with RCMP	<input type="checkbox"/>

Date of Plan: _____



Individuals Involved in Developing Response Plan

Principal or Vice Principal Name:
Classroom Teacher Name:
School & Family Consultant Name:
Parent/Guardian Name:
Parent/Guardian Name:
Other/Agency Name:
Other/Agency Name:
Other/Agency Name:

List other staff/positions that may need to participate in the implementation of this response plan:

Response Plan review date/time/location: _____



SEXUAL MISCONDUCT REPORTING AND RESPONSE CHECKLIST OF PROCEDURES

EMPLOYEE COMPLAINANT

For this section, the person disclosing that they have experienced sexual misconduct is the Complainant and the person against whom the allegations are made is the Respondent.

Receiving a Report

1. Be there for the Complainant in a supportive capacity.
2. Provide compassion and understanding. Recognize that the Complainant may have difficulty remembering details and may be delayed in coming forward with the allegations. This is normal when a traumatic event has occurred.
3. Listen without judgement.
4. Respect the rights of the Complainant to choose the services they feel are appropriate, including their decision to make a report to the local police agency/RCMP. If the Complainant is a student, the District is obligated to report to the School Liaison Officer and to MCFD.
5. Ensure response is aligned with the WorkSafe BC Bullying and Harassment guidelines.
6. Let the Complainant, Respondent, third party or witnesses know of their right to and responsibility for confidentiality. Advise them that while their information is confidential, the School District is obligated to share it with certain agencies or persons such as the local police/RCMP, MCFD/Delegated Authorized Agencies and Parent/Guardian (as appropriate).

Immediate Action by Principal or Designate

Actions to take	Notes/Phone Numbers	Done
Receive/gather facts and basic information from the Complainant.		
Ensure the safety of the Complainant and determine if medical attention is required.	Call 9-1-1 or local emergency number if urgent Police and /or Medical attention is required	
Do not return the Complainant or the Respondent(s) to work until a response plan, including workplace accommodations, have been established for the Complainant.		
Contact Human Resources team determine a plan about an investigation.		
Advise Complainant of the Employee and Family Assistance Program.		
Provide the number for the local Sexual Assault and Counselling Centre.		



Actions to take	Notes/Phone Numbers	Done
Provide a contact number for the local police/RCMP.		
Provide the relevant areas of the collective agreement, policies and processes the District will follow to the Complainant and the Respondent. Provide a link or hard copy. See Section on Policies and Procedures.		
Provide your contact information; establish meeting times (in person and by telephone) to ensure up to date communication and information.		
Provide an approximate timeline for the completion of any internal process such as an investigation process, including Teacher Regulation Branch process if applicable.		

SEXUAL MISCONDUCT RESPONSE PLAN WHEN THE COMPLAINANT IS AN EMPLOYEE

Knowledge of this response plan should be determined on a “need-to-know” basis ensuring protection of privacy for the Complainant. Do not return the Complainant or the Respondent to class until this plan is completed and has been communicated to all persons requiring knowledge of it. This document should be stored in a secure location designated by Human Resources.

Complainant/ Survivor’s Name:		Work location:	
Date of Incident:		Phone #:	

Worksite Action Plan

	Informed consent from the Complainant /Survivor to share this plan with co-workers or other staff as deemed necessary and appropriate
	Modify schedule if appropriate
	Alternate work location if appropriate
	Consult with RCMP if necessary

Specifics of the Work Response Plan:

Administrative Procedure 194 - Appendix 4



Date of Plan: _____

Individuals Involved in Developing Response Plan

Supervisor Name:
Complainant Name:
Human Resources Name:

List other staff/positions that may need to participate in the implementation of this response plan:

Response Plan review **date/time/location:** _____

List other staff/positions that may need to participate in the implementation of this response plan:

Response Plan review **date/time/location:** _____

SEXUAL HEALTH EDUCATION

Background

The District is dedicated to providing all students with high-quality, developmentally appropriate, and comprehensive Sexual Health Education (SHE).

SHE is part of the Personal Health Education (PHE) curriculum from kindergarten to grade 12 in all B.C. public and independent schools. Grade-specific learning targets from the PHE Curriculum are available on the [District website](#).

The District recognizes that effective school-based SHE must be founded on the following core principles from the [2019 Canadian Guidelines for Sexual Health Education](#):

- Accessibility for all students.
- Promotion of human rights and autonomous decision-making.
- Scientific accuracy and evidence-based methods.
- Comprehensive coverage of sexual health topics.
- Inclusivity, reflecting the experiences of diverse identities.
- Promotion of gender equality and prevention of sexual and gender-based violence.
- A balanced approach, highlighting both positive aspects of sexuality and prevention of negative outcomes.
- Responsiveness to emerging sexual health issues.
- Delivery by educators supported with ongoing professional learning opportunities.

Procedures

1. Accessibility

1.1. All students must have access to sexual health education that:

1.1.1. Is appropriate for their age and developmental level.

1.1.2. Respects diverse learning needs, including factors like race, sex, gender identity, sexual orientation, socio-economic status, cultural or religious background, ability, or housing status.

1.1.3. Is inclusive of diverse cultural perspectives and values related to sexuality.

- 1.2. Students must meet all curriculum targets. Families choosing the Alternative Delivery Policy should discuss with the school principal to complete a Request for Alternative Delivery document.

2. Human Rights

- 2.1. Students should learn about their sexual and reproductive health rights through:
 - 2.1.1. Content aligned with *The Canadian Charter of Rights and Freedoms*.
 - 2.1.2. Encouragement to make informed, autonomous decisions.
- 2.2. Education should emphasize respect for others' rights and empower students to recognize and address inequalities or injustices in sexual health.

3. Scientific Accuracy

- 3.1. Content must be based on current, credible scientific research and best practices.
- 3.2. Teaching methods should be proven effective through ethical and sound research.
- 3.3. Programs should use models integrating knowledge, motivation, skills, and awareness of social factors impacting sexual health.

4. Comprehensive Scope

- 4.1. Programs should cover a wide range of information, values, beliefs, attitudes, norms, and behaviors related to sexual health.
- 4.2. Address factors impacting sexual health, including healthy relationships.

5. Inclusivity

- 5.1. Education should not assume everyone is heterosexual or identifies with their birth sex.
- 5.2. Relevant to LGBTQI2SNA+ individuals.
- 5.3. Encourage acceptance and critical evaluation of discriminatory attitudes.

6. Gender Equality and Violence Prevention

- 6.1. Address societal norms and attitudes contributing to violence.
- 6.2. Use a trauma-informed approach recognizing past experiences of violence.
- 6.3. Teach the importance of verbal and non-verbal consent and how to ensure all partners feel safe.

7. Balanced Approach

- 7.1. Avoid focusing solely on negative outcomes, which can cause shame and stigma.
- 7.2. Combine positive aspects of sexuality with information on preventing negative outcomes.

8. Responsiveness

- 8.1. Adapt to students' changing needs and emerging issues, like new technologies.
- 8.2. Develop media and digital literacy for critical evaluation of sexual health material and safe technology use.

9. Educators

- 9.1. Educators should be knowledgeable and supported with proper policies and procedures.
- 9.2. Are provided ongoing professional development opportunities and access to resources.
- 9.3. Engage parents and guardians as partners in sexual health education.
- 9.4. Use community health professionals as supplements, not replacements, for the curriculum.
- 9.5. Ensure guest presenters and resources align with district guidelines.
- 9.6. School and district administrators support regular review and improvement of curriculum delivery.

Reference: Sections 7, 8, 17, 20, 22, 65, 76, 85 School Act
Civil Rights Protection Act
Human Rights Code

Administrative Procedure 206



Canadian Charter of Rights and Freedoms
Evaluating, Selecting, and Managing Learning Resources: A Guide (2002)

Adopted: September 28, 1988
Reviewed: February 14, 2024
Revised: May 18, 2022

SUPERVISION OF STUDENTS

Background

The District has responsibility for the safety and security of students while those students are in its care and custody.

Procedures

1. Principals are responsible for effective supervision of students under their care during all school and school related activities.
2. Principals shall formulate local procedures pertaining to the supervision of students during:
 - 2.1 Times when students begin to assemble for classes until their dismissal from schools.
 - 2.2 Morning and afternoon breaks and recesses.
 - 2.3 Noon hour when students are present either for lunch or other activities.
 - 2.4 Times or occasions when students are transported by school buses.
 - 2.5 Extra-curricular activities on the school grounds, in school buildings or away from school but under school sponsorship.
 - 2.6 During adverse weather conditions.
3. Screen time, including the use of personal digital devices, will be limited during non-instructional time and if screen time is used occasionally, it should be connected to curriculum. Refer to **Administrative Procedure 145 – Use of Personal Digital Devices (PDDs)** for additional guidance on the use of personal digital devices such as cell phones and handheld devices at school.
4. At each school, Principals will work with their staff and PAC to develop a policy/process for screen time use during non-instructional time and will make it publicly available.
- 3.5. Principals shall co-operate with and assist the community in assuring the orderly and safe conduct of all students on the way to and from school.
- 4.6. All school staff, to prevent accidents, shall be constant in their attention to unsafe conditions involving equipment, building and school premises. Care is to be taken to see that unsafe conditions are immediately reported to the Principal.
- 5.7. During instructional time student supervision is the responsibility of the classroom teacher.

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

Administrative Procedure 310



Adopted: May 18, 2022
Revised: May 18, 2022



SAFE, CARING AND ORDERLY SCHOOLS

Background

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

- Orderly and purposeful.
- Non-violent.
- Free of physical and psychological harm.
- Respectful to the rights, dignity and diversity of others including but not limited to race, sexual orientation, gender identity, ability, religion, culture and socio-economic status.
- ~~Respectful and sensitive to diversity.~~

~~In such environments, s~~Students are encouraged to ~~accept take~~ personal responsibility to develop the self-discipline, and social skills necessary ~~to progress academically for academic progress. They are also expected, 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: ~~Refers to Bullying-bullying~~ behaviour, which is carried out through the use of computers, smartphones or other connected devices to embarrass, hurt, mock, threaten or be mean to someone online an internet service such as email, chat room, blog, discussion group or instant messaging. ~~Cyberbullying is constantly evolving and changing with new technology and social media sites. 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 any actions that cause distress to another individual as inappropriate and expects schools to investigate these situations. Such actions include threats, verbal aggression (e.g., name-calling), discrimination, intimidation, physical aggression, and sexual violence. 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:~~

~~4.—Attending school.~~

~~4.—In transit to and from school.~~

~~4.—Attending a school function, regardless of location.~~

~~5.4.~~ 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:

~~5.1.4.1.~~ A student who is threatened, intimidated, verbally, or physically, or sexually assaulted will be encouraged to notify a teacher or the Principal.

~~5.2.4.2.~~ 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.

~~5.3.4.3.~~ A written record of all significant safety/security incidents shall be maintained by the school.

~~5.4.4.4.~~ School Administrators have the authority to suspend students who threaten the safety/well-being of others within the school community.

~~5.5.4.5.~~ 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 14, 2024
Revised: May 18, 2022

HARASSMENT AND BULLYING -STUDENTS

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. To this end, the district is committed to minimizing the risk associated with harassment and bullying, by providing healthy school environments in which fairness and respect are both taught and modeled.

This administrative procedure is explicitly directed toward the conduct of students in their interaction with other students. Also included in this administrative procedure is the harassment, intimidation, bullying, prejudice and discrimination directed at members of the school community by students.

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.

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: Refers to bullying behaviour, which is carried out through the use of computers, smartphones or other connected devices to embarrass, hurt, mock, threaten or be mean to someone online. Cyberbullying is constantly evolving and changing with new technology and social media sites.

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. Procedures for Students

1.1. Each school will:

- 1.1.1. Offer instruction on the nature of harassment and bullying in accordance with authorized Ministry of Education or locally developed curricula.
- 1.1.2. Establish procedures for students to follow whenever they are harassed or bullied. This applies to students while they are:
 - Attending school.
 - On the way to and from school.
 - In transit to and from school.
 - Attending a school function, regardless of location.

- 1.1.3 Annually, share the expected Student Code of Conduct with staff, students and families and identify means of reporting incidents of harassment, bullying, intimidation and discrimination.

2. Reporting

- 2.1. Students can report incidents of harassment, bullying, intimidation or discrimination through the [ERASE Bullying](#) website. A link to this website will be available on each school's website, with additional information provided by school administration.
- 2.2. Complaints can be made anonymously, but complainants should understand that anonymity may limit the investigation's effectiveness. Individuals lodging complaints may request confidentiality due to fear of retribution, and staff should honor these requests.
- 2.3. All staff are responsible for receiving complaints of harassment, bullying, intimidation and discrimination and for ensuring the most appropriate staff person is informed of the complaint.

3. Investigation

- 3.1 All complaints of harassment, bullying, intimidation and discrimination will be taken seriously and will be followed up in a timely manner.
- 3.2 In the event of an incident that potentially contravenes the Criminal Code of Canada, the RCMP will be contacted by the school principal or district administration to consult regarding appropriate action.
- 3.3 In cases where child abuse is suspected, a report will be made to the appropriate ministry.

4. Education

- 4.1. Such procedures shall be communicated to students and families annually and will offer means to:
 - 4.1.1 Emphasise the seriousness with which the district regards harassment, bullying, intimidation and discrimination.
 - 4.1.2 Provide definitions of harassment, bullying, intimidation and discrimination.
 - 4.1.3 Review expectations for student conduct with regards to harassment, bullying, intimidation and discrimination, including the obligation of students to report to adults incidents of harassment, bullying, intimidation and discrimination.

Administrative Procedure 313



- 4.1.4 Identify means to report concerns anonymously or to school administration.
See [Parent](#) and [Student](#) reporting process charts for more details.

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

Adopted: February 22, 1989

Reviewed: February 14, 2024

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.

4.5.3. Where allegations of child abuse are made against school-aged students, under the age of 12:

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

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

4.5.2.2.4.5.3.3. School officials may notify and/or consult the RCMP or MCFD where appropriate, in accordance with the Trilateral Protocol Agreement Responding to Child Abuse and Neglect. School authorities have discretion in the circumstances of many minor offences whether

to deal with a matter through the school discipline process or whether to call in the RCMP. A report to a Child Welfare Worker is only required where there is reason to believe that the child's parent is unable or unwilling to take action required to protect the child or where there is reason to believe that other abuse (including abuse of the alleged abuser) has taken place outside the scope of the school district investigation and the parent is unwilling or unable to protect the child (or the parent is implicated in the abuse). Employees who do make reports to MCFD should inform the school principal or designate immediately.

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
Reviewed: February 14, 2024
Revised: September 12, 1989; May 18, 2022

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 or Supervisor, in consultation with staff, parents, and when appropriate, students, establishes a Code of Conduct for their school. This Code of Conduct should that encourage and support positive behaviour among all members of the learning community. Each Principal will ensures that the following requirements are included in their school Code of Conduct:

- 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.



2.1.6. One or more statements that reflect the restrictions and appropriate use of cell phone and other handheld devices, as outlined in **Administrative Procedure 145 – Personal Digital Devices (PDDs)**.

3. Communicating Codes of Conduct:

3.1. The District acknowledges that Codes of Conduct can only positively impact school and District cultures when communicated consistently on an annual basis. To achieve this, Codes of Conduct will be communicated in the following ways:

3.1.1. Codes of Conduct will be displayed prominently in school and District facilities where both visitors and regular occupants can read them.

3.1.2. At the beginning of the school year, the District and its schools will ensure that Codes of Conduct are communicated and reviewed with the school community and made available to the public on the District and school websites.

3.1.3. Codes of Conduct will be reinforced throughout the year by school staff at school events, through school newsletters, and other communications.

3.1.4. Employees are encouraged to incorporate the active teaching of conduct expectations into regular classroom learning activities wherever possible.

3.
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.~~

4. All students in the District are expected to:

~~5.~~

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 Ensure that personal digital devices are stored in silent mode during instructional time, unless otherwise directed by school staff;



~~2.1.6.3~~ 2.1.6.4 Not leave school without school permission;

~~2.1.6.4~~ 2.1.6.5 Work cooperatively and diligently at their assigned studies and any home assignments;

~~2.1.6.5~~ Respect the rights, dignity and diversity of others including but not limited to: race, sexual orientation, gender identity, ability, religion, culture and socio-economic status. 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~~ 2.1.6.8 Always behave in a safe and responsible manner;

~~2.1.6.10~~ 2.1.6.9 Not use, possess, or distribute alcohol or illegal drugs, or be under the influence of same;

~~2.1.6.11~~ 2.1.6.10 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~~ 2.1.6.11 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.
- 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~~ Violent Threat Risk Assessment (VTRA) 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~~ VTRA Community Team 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 14, 2024

Administrative Procedure 350



Revised: May 18, 2022

STUDENT DISCIPLINE

Background

The District believes that ~~the student~~ conduct ~~of students is to always should 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 ~~misbehaviour~~ ~~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 will to~~ vary ~~based on with~~ the age ~~and diverse needs~~ of the students, ~~as well as and the~~ severity of the behaviour, ~~with s~~ Severe, persistent, pervasive, or retaliatory mis-behaviour ~~will warrant 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.

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

Reviewed: February 14, 2024

Revised: May 18, 2022

HARASSMENT AND BULLYING - STAFF

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: ~~Refers to Bullying-bullying~~ behaviour, which is carried out through the use of computers, smartphones or other connected devices to embarrass, hurt, mock, threaten or be mean to someone online an internet service such as email, chat room, blog, discussion group or instant messaging. ~~Cyberbullying is constantly evolving and changing with new technology and social media sites. 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*

Administrative Procedure ~~170~~409



Adopted: February 22, 1989
Reviewed: February 14, 2024
Revised: May 18, 2022

VIOLET THREAT RISK ASSESSMENT (VTRA)

Background

The District is committed to creating and maintaining an environment in schools where students, staff, parents, and others feel safe. The District has established a protocol for responding to student threats/high risk behaviours.

A Violent Threat Risk Assessment (VTRA) is the process of determining if an individual poses a risk to a known or unknown target. Concerns may originate from a specific threat or from worrisome behaviours such as increased violent ideations or behaviours that suggest the frequency, intensity, and recency of violence potential may be increasing. VTRAs consist of data collection, risk reduction and intervention planning.

Definitions

High Risk Behaviours: High Risk Behaviours indicates that the person of concern is at high or imminent risk to harm self or others. They may be, but are not limited to, possession of weapons, bomb threats, fire setting, and threats to kill or injure others. Threats may be written, verbal, posted on the Internet, or made by gesture. They may be direct, indirect, conditional, or veiled.

Immediate Risk Situations: Immediate Risk Situations are those situations that present immediate threat or risk and require immediate police intervention, such as when a student is making a specific and plausible threat and is in possession of a weapon.

Procedures

1. Reporting
 1. Any person in a school having knowledge of high-risk behaviour or having reasonable grounds to believe there is a potential for high-risk behaviour shall immediately report the information to the Principal.
 2. The Principal will activate the Violence Threat Risk Assessment Protocol.
 3. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
 4. In cases where a report is made maliciously, the person shall be dealt with according to District administrative procedures and the law, where applicable.
2. Fair Notice
 1. Prior to any Violence Threat Risk Assessment Protocol being implemented, all students, staff, and parents shall be provided with information about the protocol and procedures so that fair notice is given that threat behaviour will not be tolerated.

2. The Principal shall take the lead to ensure that students, staff, and parents are aware of the Violence Threat Risk Assessment Protocol and that a consistent message is given regarding the use of the protocol.
3. Duty to Respond
 1. Principals shall respond to all high risk/threat related behaviours. All high-risk behaviours shall be taken seriously and assessed accordingly.
4. Immediate Risk Procedures
 1. These are matters for immediate police intervention.
 2. The Principal shall contact the police immediately and take steps to ensure the safety of all those in the school by activating established procedures such as school evacuation or school security (lockdown or hold and secure).
 3. The Principal shall notify the Superintendent following initial police contact.
5. High Risk Behaviours
 1. Upon receiving a report of high-risk behaviour, the Principal will activate the Violence Threat Risk Assessment Protocol.
 2. The Principal shall notify the parents of the student making the threat at the earliest opportunity as well as the parents of those students against whom the threat was made. Parents may become an integral part of the initial risk assessment process.
 3. The Stage One Violence Threat Risk Assessment Protocol will guide the process from initial assessment, to planning interventions to decrease risk, to plans for re-entry to school if a suspension has occurred.
 4. When information suggests that a student who has made a threat poses a medium to high risk, the Director Student Support Services will be contacted to activate the Stage Two Violence Threat Risk Assessment (VTRA) Team.
6. Duty to Victims and Others
 1. The Principal shall ensure that appropriate support is provided to those against whom threats have been made.
 2. The Principal shall notify all school staff, and parents, if necessary, within a reasonable time period, when the protocol has been activated as a result of high risk behaviour.
7. Students Requiring Special Consideration
 1. When supporting students under twelve years of age, students with Ministry designations or other vulnerable students, accountability/maturation issues and cognitive abilities shall be taken into consideration.
 2. Since these students can still pose a risk, Worrisome Behaviour Planning or the Stage One Violence Threat Risk Assessment Protocol will still be activated.
 3. The Principal and the Director of Student Support Services shall determine police involvement.

8. Threat Assessment Incident Report

1. Following the implementation of the Violence Threat Risk Assessment Protocol, data, assessment and intervention planning documents are to be sent to the Director of Student Support Services.
2. If the level of risk is low to medium, school interventions are enacted and the Stage One Report Form is sent to the Director of Student Support Services and The Intervention and Support Plan are placed in the student's file.
3. If the level of risk is medium to high, the Principal will contact the Director of Student Support Services to activate the Stage Two VTRA process.
4. The final Stage Two Violence Threat Risk Assessment Report is written by the Director of Student Support Services and copies are maintained in a separate confidential file.

Reference: Sections 17, 20, 22, 65, 85 *School Act*
School Regulation 265/89
Community Threat Assessment Protocol

Adopted:
Reviewed:
Revised:



BOARD OF EDUCATION MEETINGS

2024-2025 SCHOOL YEAR

School Board Office – Board Room

Closed Board Meetings 3:30 pm

Regular Board Meetings 4:00 pm

2024

September 11	Committee of the Whole Meeting
September 18	Closed and Regular Meetings
October 9	Committee of the Whole Meeting
October 16	Closed and Regular Meetings
November 13	Committee of the Whole Meeting
November 20	Closed and Regular Meetings
December 11	Committee of the Whole Meeting
December 18	Closed and Regular Meetings
<i>December 21 – January 7</i>	<i>Winter Break (Schools re-open Jan 6)</i>

2025

January 8	Committee of the Whole Meeting
January 15	Closed and Regular Meetings
February 12	Committee of the Whole Meeting
February 19	Closed and Regular Meetings
March 12 *	Closed and Regular Meetings
<i>March 15-30</i>	<i>Spring Break (Schools re-open March 31)</i>
April 9	Committee of the Whole Meeting
April 16	Closed and Regular Meetings
May 14	Committee of the Whole Meeting
May 21	Closed and Regular Meetings
June 11	Committee of the Whole Meeting
June 18	Closed and Regular Meetings



Annual Board Work Plan 2024-2025

JULY

- CSBA Conference

SEPTEMBER

- Receive Enhancing Student Learning Report
- Review School/Department Growth Plans
- Review Audit Findings Report
- Adopt Annual Financial Statements
- Adopt Minor Capital Projects
- Review Executive Compensation Disclosure
- Approve Power to Suspend
- Approve Maintenance of Order
- Recognize Orange Shirt Day – Every Child Matters

OCTOBER

- Recognize World Teachers' Day
- Represent Board at BCSTA Provincial Council

NOVEMBER

- Election of Board Chairperson & Vice Chairperson
- Election of Provincial Council and BCPSEA Representatives
- Attend BCSTA Trustee Academy

DECEMBER

- Receive Statement of Financial Information
- Approve Trustee Appointments to Board Committees, Internal Administrative Committees, and External Committees

JANUARY

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

FEBRUARY

- Adopt Amended Annual Budget
- Review School Calendar Consultation Information
- 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
- Chairperson – Represent Board at Ministry of Education Annual Partner Liaison Meeting

APRIL

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

MAY

- Review Annual Facility Grant Plans
- Recognize Mental Health Week

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

OTHER ITEMS SCHEDULED AS NEEDED

- Review Board Policies and Bylaws
- Review and Approve Capital Project Bylaws
- Trustee & Superintendent Evaluations
- Hear Appeals as Needed
- Ratify Collective Agreements
- Represent Board at BCSTA Branch Meetings
- Attend School Functions
- Attend Employee Recognition Events

Environmental Stewardship and Sustainability Action Committee (ESSAC)

Report to the Board – May 8th, 2024

Environmental Stewards and Sustainability Committee (ESSAC)

Introduction: The Environmental Stewards and Sustainability Committee (ESSAC) was instituted in the autumn of 2023 with the mandate to support recommendations and facilitate the qSD Board of Trustees in attaining their objectives pertaining to *Cultivating Integrity/Responsibility, with a particular emphasis on prioritizing climate change, organizational health, and sustainability*. In recognition of the dynamic nature of our objectives, it is pertinent to acknowledge the presence of both technical challenges, which require known solutions and expertise, and adaptive challenges, which demand innovative approaches and systemic change, particularly pertinent in the context of climate change and sustainability.

Achievements and Progress: Since its inception, the committee has convened three times during the fall of 2023 and continuing into early 2024. A cohesive timeline has been established, synchronized with the current strategic plan of the board.

Environmental Stewardship and Sustainability Action Plan (Action 1.3)

The formulation of the Environmental Stewardship and Sustainability Action Plan marks the initiation of a coordinated strategy towards sustainability, thereby transcending isolated efforts by individual educators or compartmentalized operational enhancements, towards a holistic systemic approach.

The Action Plan has been informed by the following initiatives:

- a. National Scan: A comprehensive examination of leading educational districts across Canada to ascertain their sustainability endeavors.
- b. Staff Surveys: A series of Sustainability Surveys, encompassing qualitative and quantitative aspects, made accessible to all staff members. Executive Summaries of these surveys are annexed herewith.
- c. Inventory: A compilation of Outdoor and Sustainability Learning Opportunities and Educational Initiatives within SD47.
- d. Audit: An ongoing Operational Audit conducted throughout the school year 2023/2024.
- e. Student Engagement: A targeted engagement strategy involving solicitation of feedback from Brooks students, reflecting an enthusiastic response towards the comprehensiveness and scope of the Action Plan. Incorporation of received feedback has been integrated into the document.

Current Focus and Future Outlook: The paramount objective in these nascent stages is to invigorate leadership within the school district and establish pivotal structures to propel sustained progress in this endeavor.

Environmental Stewardship and Sustainability Action Committee (ESSAC)

Eco-Teams (Action 4.1, 4.3): Our aim is to institute student-led Eco-Teams at each educational institution within the district by the school year 2024/2025. These teams will be tasked with spearheading local sustainability initiatives and fostering systemic approaches towards sustainability at their respective schools. District-sponsored Eco-Team events will be convened thrice annually, serving as platforms for cross-regional collaboration, learning, and celebration.

Sustainability Leads (Action 4.3): The district has designated Sustainability Leads at each educational institution, charged with acting as intermediaries between the district Committee and the implementation of the Action Plan at the grassroots level. These leads convened on February 29th to review the Action Plan and offer feedback and recommendations for its implementation. Sustainability has been integrated as a recurring agenda item in staff meetings, where leads will provide updates and receive feedback. Additionally, they will oversee the operations of the school-based Eco-Teams.

Integration of Sustainability into School Goals (Action 1.9): Efforts are underway to collaborate with school leadership to seamlessly integrate sustainability objectives into the overarching goals of each educational institution. This process will culminate during the June Professional Development (PD) days.

Resource Allocation:

To support this work on behalf of the board, our committee requests consideration of the following allocations:

Sustainability Coordinator (.5 FTE) – To support continued management of qSD Sustainability file.

Base funding for Eco-Teams (\$3500) - \$500 per school preferably to be matched by individual school administration.

Registration with Eco-Schools Canada (\$1400) – Yearly rate for small school districts to utilize their platform and coaching

Sustainability Initiatives Fund (\$10,000) – The proposed fund works to support a culture of sustainability throughout qSD. The fund will support our community to actively engage in sustainability initiatives at school and empowering individuals to be change agents in their own learning environments.



PARTNERS IN EDUCATION
2024-2025
SCHOOL CALENDAR
Amended

2024

Tuesday	September 3	Schools Open
Friday	September 20	Professional Development Day
Monday	September 30	Truth and Reconciliation Day
Monday	October 14	Thanksgiving Day
Friday	October 25	Professional Development Day (Provincial)
Monday	November 11	Remembrance Day
Friday	December 20 Dec. 23 to Jan. 3	Schools Close (end of day) for Winter Vacation Winter Vacation

2025

Monday	January 6	Schools Re-open
Friday	February 14	Professional Development Day
Monday	February 17	B.C. Family Day
Friday	March 14 March 17-28	Schools close (end of day) for Spring Break Spring Vacation – School District No. 47 <i>(March 27 & 28- in lieu for two summer Pro-D days)</i>
Thursday	April 17	Professional Development Day
Friday	April 18	Good Friday
Monday	April 21	Easter Monday
Thursday	May 1	Professional Development Day (BCEDL PSA Conference)
Monday	May 19	Victoria Day
Friday,	June 6	Professional Development Day (District Planning Day)
Friday	June 27	Administrative Day, Schools Close



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