



PACIFIC RIM SCHOOL DISTRICT
POLICY COMMITTEE MEETING AGENDA
Tuesday, December 2, 2025, 3:30 p.m.
Administration Office Board Office, Port Alberni

Pages

1. Call to Order/Land Acknowledgement

We acknowledge that we are meeting on the ḥaḥuuli of the Ċišaaḡaḥ (Tseshaht) and Hupačasath (Hupacasath) First Nations. We also acknowledge that we have schools located on the ḥaḥuuli of the Huu-ay-aht (Huu-ay-aht), and ḡaḡuukwiḡaḥ (Tla-o-qui-aht), First Nations and the Yuuḡuḡiḡaḥ (Yuu-cluth-aht) Government.

2. Introductions

3. Approval of Agenda

THAT the Board of Education approve the December 2, 2025 Policy Committee agenda as presented/amended.

4. New or Revised Draft Policy / Administrative Procedures

4.1 Substance Abuse & Impairment

4

Jaslene Atwal, Director of Instruction - Human Resources

4.1.a Policy

6

4.1.b Administrative Procedure

7

4.2 Respectful Workplace

11

Jaslene Atwal, Director of Instruction - Human Resources

4.2.a Policy

13

4.2.b Administrative Procedure

14

4.3 Access to Schools by Outside Agencies

18

Michell Bennett, Director of Instruction - Inclusive Education

4.3.a Policy

20

4.4 Physical Restraint and/or Seclusion of Students

21

Michell Bennett, Director of Instruction - Inclusive Education

4.4.a Policy

23

4.5 Safe, Caring & Orderly Schools

24

Peter Klaver, Superintendent

4.5.a Administrative Procedure

27

4.6 Student Substance Abuse and Possession

49

Lynn Brown, Manager of Mental Health

4.6.a	Policy	50
4.6.b	Administrative Procedure	54
4.7	Child Protection	59
	Lynn Brown, Manager of Mental Health	
4.7.a	Policy	60
4.7.b	Administrative Procedure	65
4.8	Vandalism of School Property	70
	Alex Taylor, Director of Operations	
4.8.a	Policy	71
4.8.b	Administrative Procedure	72
4.9	School Bus Transportation for Extra-Curricular Activities	74
	Alex Taylor, Director of Operations	
4.9.a	Policy	75
4.9.b	Administrative Procedure	77
4.10	Student Accident Injury Procedure	79
	Alex Taylor, Director of Operations	
4.10.a	Policy	80
4.10.b	Administrative Procedure	82
4.11	Equipment Lock-out	84
	Alex Taylor, Director of Operations	
4.11.a	Policy	85
4.11.b	Administrative Procedure	89
4.12	Communicable Diseases	93
	Alex Taylor, Director of Operations	
4.12.a	Policy	94
4.12.b	Administrative Procedure	97
4.13	School Grounds Enhancement Projects	103
	Alex Taylor, Director of Operations	
4.13.a	Policy	104
4.13.b	Administrative Procedure	106
4.14	Field Trips	108
	James Messenger, Assistant Superintendent	
4.14.a	Policy	112
4.14.b	Administrative Procedure	114
4.15	Fundraising	204
	Paula Mason, Manager of Corporate Services	
4.15.a	Policy	206

5. Policies to be sent to the Board for Approval to go out to Public Consultation**6. Policy/Admin Procedure out for Public Consultation**

There are no policies/admin procedures out for Public Consultation at this time.

7. Forward to next Public Board Meeting for Adoption**7.1 Policies for Adoption**

The following policies just completed a 30-day public consultation, with no feedback received, having closed at 4:00pm on November 27, 2025:

- NEW Use of School Equipment (P)
- NEW Smoke and Vape Free Environment (P)
- NEW Identifying Vests for Noon Hour Supervisors (P)
- 111: Election Proceedings Bylaw (P)
- NEW Privacy Management Program Policy (P)
- NEW Administration of Medication and Student Health Support (P)
- NEW Response to Unexpected Health Emergencies (P)
- NEW Donations and Corporate Sponsorship (P)
- NEW Support Staff Training (P)

8. New Business**8.1 Policy Recommendation**

Trustee Zanette

Request that the Policy Committee send the topic of Policy 100 Vision/Mission/Purpose/Expectations to the Board of Education for discussion at the December 16, 2025 Public Board meeting.

9. Future Policy/Administrative Procedures**10. Next Meeting Date**

The next Policy Committee Meeting will be held on March 3, 2026 at 3:30pm, at the Administration Office Board Room.

11. Adjournment

The meeting was adjourned at TIME.



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: December 2, 2025
To: **Policy Committee**
From: Jaslene Atwal – Director of Instruction – HR & H&S
Subject: Substance Abuse & Impairment Policy and AP
Attachments: Policy and AP

Background

- The current Substance Abuse/Impairment Policy and AP were last approved in 2019.
- Updates are required to:
- Align with Cannabis Act, Cannabis Control and Licensing Act, and WorkSafeBC regulations.
- Reflect current human rights, privacy, and occupational health and safety legislation.
- Address gaps in fitness for duty, reporting obligations, and support for employees.
- The revised documents emphasize prevention, safety, and support, while maintaining compliance with legal requirements.

Information

Key Changes (Additions in red, deletions shown as):

Policy

- Added:
 - Clear expectation for employees to report fit for duty (*"All employees are expected to report to work fit for duty and able to perform their responsibilities safely, effectively..."*).
 - Reference to AP 4003 for detailed procedures.
- Deleted:
 - (replaced with concise, actionable language).
- Modified:
 - Purpose now emphasizes prevention, identification, and addressing impairment rather than punitive measures.

Administrative Procedure (AP 4003)

- Added:
 - Definitions section (Impairing substances, Fitness for duty, Substance Use Disorder).
 - Non-punitive approach for self-disclosure (*"Self-disclosure will be met with support, accommodation, and access to resources rather than disciplinary action..."*).
 - Prohibition of cannabis use during work hours and vaping on school property.
 - Confidentiality assurance for disclosures and investigations.

- o Employee obligation to participate in accommodation plans.
 - o Supervisor duty to document actions and consult HR before discipline.
- Modified:
 - o Guidelines updated to reflect legal compliance and human rights obligations.
 - o Responsibilities clarified for both employees and supervisors.
- Deleted:
 - o .
 - o updated to RSBC 2019.

Anticipated Questions

1. Why add cannabis and vaping restrictions?
To comply with provincial legislation and maintain a safe learning environment.
2. Why emphasize non-punitive self-disclosure?
Supports recovery and accommodation under human rights law, reducing risk and promoting wellness.
3. What supports exist for employees?
EFAP services, union programs, and access to accommodation plans.
4. Does this comply with WorkSafeBC and human rights requirements?
Yes, confidentiality, reporting, and accommodation provisions are included.
5. Will this increase liability?
No, it reduces risk by ensuring compliance and clear processes.

Next Steps

- Consultation: Share draft policy and AP with union representatives, excluded staff, and stakeholders for feedback.
- Communication: Prepare staff-wide communication and annual training plan.
- Approval: Submit final drafts for Board approval after consultation.



XXX: Substance Abuse & Impairment (P)

Approved: 19.04.09

Draft: 25 12 02

POLICY STATEMENT

The Board of Education is committed to providing a safe, healthy and productive working and learning environment where students, employees and other members of the school community are protected from the adverse effects of impairing substances.

~~All employees are expected to perform their work safely, competently and efficiently, without limitation from the use or after-effects of impairing substances.~~ All employees are expected to report to work fit for duty and able to perform their responsibilities safely, effectively, and without limitation caused by the use or after-effects of impairing substances.

~~This administrative procedure is designed to prevent and address impairing substance use at work.~~ The administrative procedure 4003 outlines expectations and processes to prevent, identify, and address impairment in the workplace.

Resources and References

Pacific Rim School District - A/P No 7101

Pacific Rim School District - 4003: Substance Abuse & impairment (AP)

WorkSafe BC Occupational Health and Safety Regulations

4003: SUBSTANCE ABUSE & IMPAIRMENT (AP)

Approved: 19.04.09

Draft: 25 12 02

POLICY

~~The Board of Education is committed to providing a safe, healthy and productive working and learning environment where students, employees and other members of the school community are protected from the adverse effects of impairing substances.~~

~~All employees are expected to perform their work safely, competently and efficiently, without limitation from the use or after-effects of impairing substances.~~

~~This administrative procedure is designed to prevent and address impairing substance use at work.~~

ADMINISTRATIVE PROCEDURES

1.0 PURPOSE

School district employees are in a position of trust. This AP establishes expectations for behavior in relation to the use of impairing substances that could impact an employee's ability to perform their duties safely, competently and efficiently, consistent with their position of trust. This includes the school district's requirements regarding employee:

- Fitness for duty
- Use of impairing substance(s), and
- Disclosure of impairing substance(s) use.

It is the intent of the AP that the dignity and privacy of individuals are respected. Treatment, accommodation, and the successful recovery of employees who have a substance use disorder are prioritized in the policy. This AP applies to all employees. Contractors engaged by the school district are expected to abide by this AP. Non-compliance with this AP may result in appropriate disciplinary measures, up to and including dismissal.

2.0 GUIDELINES

- 2.1 Subject only to an exception required by human rights law, the school district does not permit the use of impairing substances at work or in the workplace.
- 2.2 The school district does not permit the possession, use, distribution or sale of illicit drugs, at work or in the workplace.

- 2. 3 Anyone who is reasonably suspected of not being fit for duty will be required to leave work and will be provided with safe transportation home or to required medical attention.
- 2. 4 The school district recognizes employees' human rights and will support employees who struggle with responsible use of impairing substances or who have a substance use disorder, by assisting with access as appropriate to programs, services, benefits or work accommodation as per human rights law.
- 2. 5 The school district complies with all applicable health and safety, human rights and privacy legislation.
- 2. 6 Education on the risks of impairing substance use and abuse and the influence that such use and abuse has on job performance and health and safety will be made available to all employees.
- 2. 7 All disclosures and related information will be treated confidentially, except where disclosure is required by law or necessary for safety. The District emphasizes a non-punitive approach for employees who voluntarily self-disclose impairing substance use or a substance use disorder. Self-disclosure will be met with support, accommodation, and access to resources rather than disciplinary action, provided safety requirements are maintained.
- 2. 8 Cannabis use is prohibited in the workplace and during work hours, including breaks, regardless of legalization.
- 2. 9 The school district does not permit vaping on school property or in the workplace, regardless of whether the product contains nicotine or cannabis.

3.0 RESPONSIBILITIES

Employees must:

- 3. 1 Be fit for duty at work or in the workplace.
- 3. 2 Ensure that their ability to perform their job duties is not negatively affected by the use of after-effects of impairing substances.
- 3. 3 Consult with their physician and/or pharmacist to determine if their use of any impairing substance may affect their fitness for duty or the safety of any person at work or in the workplace.

- 3. 4 Advise their supervisor or manager if they are taking or have taken an impairing substance that may negatively impact their fitness for duty or the safety of any person at work or in the workplace.
- 3. 5 Advise their supervisor or manager in a confidential manner if they reasonably believe that another employee is not fit for work.
- 3. 6 If an employee is working on-call, they must remain fit for duty or decline the call-in for work.
- 3. 7 Employees are expected to actively participate in any accommodation plan developed to support their fitness for duty, including cooperating with medical assessments, treatment recommendations, and modified work arrangements as required.

Employees who need a valid drivers' license in the performance of their duties must immediately inform their supervisor or manager if their driving privileges are lost, revoked or suspended due to impaired driving, including but not limited to a charge, suspension or conviction while on or off duty or in the employee's personal vehicle.

Managers and Supervisors will:

- 3. 8 Communicate with employees about the need to maintain a workplace free from impairing substance use, including answering questions about this policy.
- 3. 9 With the assistance of identified district staff/human resources, proactively identify and manage performance issues related to impairing substance use or substance use disorder.
- 3. 10 Foster a workplace culture that encourages employees to self-disclose any conditions or concerns, including impairing substance use or substance use disorder that might impair their job performance or compromise workplace health and safety.
- 3. 11 Record relevant information about any incident of suspected impairment and report it without delay to the Director of Human Resources.
- 3. 12 Address any situation, including prohibiting operation of a motor vehicle, where an employee is reasonably suspected of being not fit for duty.
- 3. 13 Supervisors must document all actions taken in response to suspected impairment and consult with Human Resources before initiating any disciplinary measures to ensure compliance with policy and legal obligations.

4.0 RESOURCES

Employees and their dependents may seek free and confidential assistance from the Employee and Family Assistance Program (EFAP). All voluntary referrals to the EFAP are confidential.

Employees are also encourage to seek assistance from their immediate supervisor, identified district staff/humans resources, the BCTF Health and Wellness Program (teachers) or the Joint Early Intervention Services program (support staff).

5.0 DEFINITIONS

- 5.1 Impairing substances (include alcohol, cannabis, illicit drugs, prescription medications, and over-the-counter drugs that impair performance).
- 5.2 Fitness for duty (ability to safely and effectively perform job duties).
- 5.3 Substance Use Disorder (align with human rights language).

REFERENCES:

Pacific Rim School District - Substance Abuse & Impairment Policy

AP 5013: Pupil Involvement with Drugs and Alcohol

AP 1400: Smoke Free Environment

P 401: Respectful Workplace

P 711: Health and Safety: Violence in the Workplace

Workers Compensation Act, RSBC 1996, c. 492, s.2 RSBC 2019, c. 1

Controlled Drugs and Substances Act, SC 1996, c19

Cannabis Act, citation not yet available SC 2018, c. 16

Cannabis Control and Licensing Act, citation not yet available SBC 2018, c. 29

Criminal Code, RSC 1985 c. C-46

Tobacco and Vapour Products Control Act, RSBC 1996, c451

WorkSafeBC Bullying & Harassment Policy (OHS Policy P2-21-2)



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: December 2, 2025
To: **Policy Committee**
From: Jaslene Atwal – Director of Instruction – HR & H&S
Subject: Respectful Workplace Policy and AP
Attachments: Policy and AP

Background

- The Pacific Rim School District is committed to fostering a respectful, inclusive, and psychologically safe workplace.
- Existing policy and AP were last approved in 2015 and required modernization to:
 - Align with WorkSafeBC Bullying & Harassment requirements.
 - Reflect current human rights, privacy, and occupational health and safety legislation.
 - Incorporate diversity, equity, and inclusion principles.
- Updates also address gaps identified in reporting, confidentiality, and support processes.

Information

- Key Changes (Justifications in Red; Deletions shown as Strikethrough):
- Policy (P 401)
- Added: Commitment to diversity, equity, and inclusion (*"We are committed to creating a workplace where differences are respected and celebrated..."*).
- Added: Strong confidentiality language for investigations.
- Deleted: Redundant phrases (,).
- Modified: Clearer expectations for respectful behavior and responsible use of authority.
- Administrative Procedure (AP 4002)
- Added:
 - Examples of bullying and harassment (e.g., cyberbullying, exclusion).
 - Explicit prohibition of retaliation against complainants.
 - External reporting option to WorkSafeBC with contact details.
 - Statement on anonymous reporting not available due to legal obligations.
 - EFAP support for all affected parties.
- Modified:
 - Investigation language to emphasize confidentiality (*"Investigations will be conducted with the utmost confidentiality..."*).
 - Reporting steps clarified and streamlined.
- Deleted:
 - Redundant or outdated wording ().

- o Overly legalistic phrasing replaced with plain language.

Anticipated Questions

1. Why were diversity and inclusion added?
To align with provincial human rights standards and create an equitable workplace culture.
2. Why is anonymous reporting not allowed?
Legal obligation to provide respondents with details of allegations for a fair process.
3. What supports exist for employees?
EFAP services, union representation, and access to accommodation under human rights law.
4. Does this comply with WorkSafeBC requirements?
Yes, external reporting and prevention measures are included.
5. Will this increase liability?
No, it reduces risk by ensuring compliance and clear processes.

Next Steps

- Consultation: Share draft policy and AP with union representatives, excluded staff, and stakeholders for feedback.
- Communication: Prepare staff-wide communication and annual training plan.
- Approval: Submit final drafts for Board approval after consultation.



401: RESPECTFUL WORKPLACE (P)

Approved: 15 04 28

Draft: 25 12 02

POLICY

~~School District 70~~ The Pacific Rim School District is committed to **fostering maintaining a respectful, inclusive, and psychologically safe** workplace where all employees enjoy a workplace environment in which they are valued, respected and are treated with dignity.

The District also recognizes diversity, equity, and inclusion as foundational values. We are committed to creating a workplace where differences are respected and celebrated, and where every individual—regardless of race, ethnicity, gender, sexual orientation, ability, age, or background—has equitable access to opportunities and feels a genuine sense of belonging.

A respectful workplace is one in which all employees, students and members of the public demonstrate:

- Respectful, **professional and courteous** behavior at all times
- Mutual **respect and collaboration** ~~for all~~ with all other employees
- ~~Collaborative working relationships~~
- Inclusion **and equity** ~~of~~ for other people based on the principles of human rights legislation
- Constructive management of differences including respectful **dialogue**, dispute resolution and conflict management
- **Responsible and fair** ~~An appropriate~~ use of authority when supervising others

This policy is not intended to limit or constrain the reasonable exercise of management responsibilities and functions. As well, all employees have the right to report, in good faith, inappropriate behavior without fear of retaliation.

All reports and investigations related to respectful workplace concerns, harassment, bullying, or violence will be handled with the highest degree of confidentiality possible. Information will only be shared on a need-to-know basis to ensure a fair and thorough process. The District is committed to protecting the privacy of all parties involved while complying with applicable laws and policies. Breaches of confidentiality may result in disciplinary action.

All employees who do not adhere to this policy will be subject to disciplinary action.

The following procedures will be followed should an employee feel that they are being harassed or bullied; or that violence in the workplace is occurring or may occur:

- ~~Bullying and Harassment Procedures~~ **Respectful Workplace (AP 4002)**
- Violence in the Workplace Procedures (P 711)

These procedures will be updated as needed to comply with all federal and provincial legislative requirements

RESOURCES AND REFERENCES

Worksafe Bullying & Harassment (OHS Policy P2-21-2)



4002: RESPECTFUL WORKPLACE (AP)

Approved: 15 04 28

Draft: 25 12 02

ADMINISTRATIVE PROCEDURES

The Pacific Rim School District is committed to providing a respectful, inclusive, and psychologically safe workplace. Bullying and harassment are not accepted or tolerated in any District worksite. All workers will be treated fairly and with dignity. ~~Bullying and harassment is not accepted or tolerated in any of Pacific Rim School District 70 worksites.~~ All workers will be treated in a fair and respectful manner. These procedures apply to all workers including permanent, temporary, casual, contract and student workers. It also applies to interpersonal and electronic communications.

1.0 BULLYING AND HARASSMENT DEFINED

Bullying and harassment include:

1. 1 any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated. **For example: spreading rumours, cyberbullying, exclusion, etc.**

Sexual harassment includes **but is not limited to:**

1. 2 comments, looks, suggestions, physical contact, or real or implied action of a sexual nature which creates a negative working environment for the recipient, made by a person who knows or ought reasonably to know such behavior would be unwelcome or
1. 3 Any circulation or display of material that has the effect for creating a negative working environment or
1. 4 A real or implied promise of reward for complying with a request of a sexual nature.
1. 5 A sexual advance made by a person in authority over the recipient that includes or implies a threat or a denial of an opportunity which would otherwise be granted or available.

Bullying and harassment does not include:

1. 6 Any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment. **For example: performance reviews, reassignment of work, etc**

2.0 REPORTING, INVESTIGATION AND REMEDY

If the matters covered by this policy are covered under a dispute resolution in a collective agreement, that collective agreement process will be adhered to. If these matters are not covered by a collective agreement then the following process will be followed **as outlined in Section 2.0. Retaliation against anyone who reports bullying or harassment in good faith is strictly prohibited.**

Reporting Workers who believe they are being bullied or harassed as outlined in the 'definitions' section of this policy should take the following steps:



Internal Reporting

2. 1 ~~To communicate directly and immediately to the person causing the unease that actions or behaviours are causing discomfort; or report the incident to a third party.~~ Communicate directly and promptly to the person causing the concern that their actions or behaviors are unwelcome. The worker should maintain notes including the nature of the behavior, dates, times and witnesses.
2. 2 If the offending actions do not desist after direct communication, the worker must report the incident to his/her immediate supervisor. If the alleged harasser is the immediate supervisor then the report must be directed to the Superintendent of Schools or designate. Unionized employees may be accompanied by another union employee and excluded staff may be accompanied by another excluded staff member.
2. 3 At all times, incidents of a serious nature (ie. threats of bodily harm, sexual touching) must be reported to an immediate supervisor or in the event the immediate supervisor is involved, to the Superintendent of Schools or designate.
2. 4 If the alleged harasser is the Superintendent of Schools, the report should be directed to the Chair of the Board of Education.
2. 65 In the event the alleged harasser is not an employee of the school district, the complainant shall report the incident(s) to their direct supervisor.

Internal Investigation

2. 65 Reports of bullying and harassment shall be handled in confidence and as quickly as possible. ~~Investigations will be conducted with the utmost confidentiality, except where disclosure is legally required or necessary to support informed decision-making.~~
2. 76 In the event the alleged harassment involves a person who is not an employee of the school district, the supervisor shall investigate the behavior and, if the harassment is proven, the employer shall appropriately address the behavior and develop procedures to ensure the bullying or harassment is prevented or minimized.
2. 87 Supervisors (in consultation with the Superintendent of Schools or designate), the Superintendent of Schools or designate or the Board of Education Chair may refer the complaint to a third party to undertake an investigation and prepare a report.
2. 98 In some cases the immediate supervisor or Superintendent of Schools or designate may choose to involve representatives of the union to resolve the matter, particularly if the complainant and the defendant are both from the same union.
2. 109 If the complainant consents, a dispute resolution meeting may take place in order to resolve the issue that is satisfactory to the complainant and alleged harasser.
2. 1140 The name of the complainant or the circumstances of the complaint will not be disclosed to any person except where it is necessary to the investigation, where it is necessary for disciplinary actions or where it is allowed by law. No documentation of the complaint will be placed in the complainant's personnel file.
2. 1211 If the investigation finds no basis for the complaint, there will be no documentation placed in the alleged harasser's file.
2. 1312 In all cases, an investigation will allow the alleged harasser to address all the issues presented and to have those explanations properly considered.
2. 1413 At any time during the course of the investigation the parties may reach resolution or settlement of the issue. A mediator may be used should both parties agree. Any resolution or settlement agreement will be in writing and signed by both parties.



Internal Resolution

Resolution agreeable to the complainant and harasser are the ultimate goal of any investigation and subsequent resolution phase. It is understood, however, that should an investigation result in a finding of harassment or bullying then appropriate corrective or disciplinary actions may take place such as:

- 2. 145 disciplinary action including warnings, suspension and dismissal.
- 2. 156 Transfer.
- 2. 167 re-assignment or schedule changes.
- 2. 178 In the event the harasser is a student, apply student discipline policies.
- 2. 189 In the event the harasser is not an employee or a student, implement procedures to minimize or prevent the bullying or harassment. Along with actions specific to the harasser, the school district may:
 - 2. 1920 educate and train individuals or groups.
 - 2. 201 monitor the behavior of individuals or groups in the workplace.
 - 2. 212 employ any strategy designed to eliminate or prevent bullying or harassment in the workplace.
 - 2. 223 revise procedures related to workplace bullying and harassment.

Complainants

- 2. 234 Should the Superintendent of Schools or designate or the Chair of the Board of Education conclude during the investigation that the complaint was not made in good faith then appropriate disciplinary actions may be taken against the complainant
- 2. 245 Complainants with legitimate concerns who follow correct procedures will not be subject to threat of reprisal or discipline.

External Reporting

In addition to the internal reporting process, workers have the right to report bullying or harassment concerns to **WorkSafeBC** if they believe the issue has not been adequately addressed or if they feel unsafe using internal procedures.

How to Report to WorkSafeBC:

- **Phone:** 1-888-621-7233 (available 24/7)
- **Online:** worksafebc.com
- **What to Provide:** Details of the incident, dates, times, names of individuals involved, and any steps already taken internally.

WorkSafeBC will review the report and may follow up with the employer to ensure compliance with occupational health and safety requirements.

Please note that a claim to WorkSafe will start an internal investigation process if not already reported internally.



Anonymous Reporting & Supports

The District cannot offer anonymous reporting for bullying or harassment complaints amongst adults. This is because we have a legal obligation to provide the respondent with the details of the allegations to ensure a fair and transparent investigation process.

All reports must include sufficient information to allow the District to investigate and address the concern appropriately. While anonymity cannot be guaranteed, confidentiality will be maintained to the highest degree possible, except where disclosure is legally required or necessary for decision-making.

Employee and Family Assistance Program (EFAP) services are available to all parties affected by bullying or harassment, including complainants, respondents, and witnesses, to provide confidential counseling and support.

Communication and Review

These procedures will be communicated with all staff in the District at the beginning of each school year. The Superintendent or designate will review the procedures each year to ensure compliance with provincial and federal legislative requirements.

RESOURCES AND REFERENCES

WorkSafe Bullying & Harassment (OHS Policy P2-21-2)
P 711: Health and Safety: Violence in the Workplace



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: Dec 2, 2025
To: **Policy Committee**
From: Michell Bennett, Director of Instruction, Inclusive Education
Subject: Policy amendment – Access to School by Outside Agencies
Attachments:

Background

This policy originated in 1988 and has been updated/amended twice before this update. School districts have a responsibility to ensure that all learning environments remain safe, inclusive, and aligned with the educational mandate established under the *School Act* and related provincial legislation. Clear policy direction regarding access to schools by outside agencies supports consistent decision-making that protects students, staff, and the integrity of the public education system.

Schools are complex workplaces where students, families, and employees interact in dynamic and often high-stakes environments. The presence of outside agencies, including government services, non-profit partners, contractors, and private-sector organizations can offer valuable supports, but may also introduce risks that require proactive management. A district policy ensures that any external presence is purposeful, appropriately screened, and aligned with district priorities, including student safety, privacy, and well-being.

In unionized school environments, collective agreements outline staff roles, responsibilities, and working conditions. A formal policy helps ensure that outside agency activities do not undermine bargaining unit work, interfere with employee rights, or create workplace health and safety concerns. It also provides administrators with a transparent framework to navigate interactions with external partners while respecting labour obligations.

Legal and ethical considerations further reinforce the need for a district-level policy. Public schools must comply with privacy legislation (including FIPPA), mandatory reporting requirements, Ministry of Education and Child Care policies, and occupational health and safety standards under WorkSafeBC. A district policy helps ensure that external partners understand these obligations and that their involvement does not compromise confidentiality, student protections, or legal compliance.

Increasingly, private-sector organizations seek access to schools for educational partnerships, service delivery, promotional activities, or research interests. While some opportunities may

benefit students, others may conflict with public education values or introduce commercial influence. A clear policy sets appropriate boundaries, ensures transparency around decision-making, and protects students from undue marketing or data collection.

Overall, a district policy on outside agency access promotes consistent practices, safeguards students, supports administrators, and preserves the educational, legal, and ethical responsibilities entrusted to the public school system. It ensures that external involvement enhances—and never compromises—the safety, learning, and well-being of students and staff.

Information

This policy has been minimally updated to consider the upcoming amendment of the administrative procedure. Currently, Pacific Rim School District has administrative procedures for Visiting Professionals, Volunteers in Schools and conducting research in school settings. In addition, the district has other administrative procedures required updating that include roles and responsibilities of emergency procedures and service providers working closely with schools around safety, such as police, child protection services, ambulance and fire services.

Next Steps

To review the administrative procedures that fall under this policy and look to streamline, where possible, an overall district administrative procedure that is clear and informative for school district leadership, staff, families and external partners who wish to access schools.

~~3100~~: XXX: ACCESS TO SCHOOLS BY OUTSIDE AGENCIES ~~(AP)~~ (P)

Approved: 88 10 04
Amended: 07 06 26
Reviewed: 21 02 11
Reviewed: 25 12 02

POLICY

The Board of Education recognizes that a variety of outside agencies and individuals may consider the school system as convenient and reasonable to access potential clients.

Generally, the Board will not permit the school system to be used as a vehicle for the distribution of information by commercial agencies or entrepreneurs. Where a proposed activity is deemed to be of significant advantage to all the students of a school(s), approval for distribution of information will be governed by the Regulations to this policy or by specific approval of the Board.

This policy establishes consistent expectations for how outside agencies may access school property, students, and staff within the District. Its purpose is to ensure that any such access:

- supports safe, inclusive, and culturally responsive learning environments.
- complies with legal and privacy requirements;
- respects the rights of students, families, and staff;
- protects instructional time; and
- upholds the values of the District, including commitments to Truth and Reconciliation and meaningful consultation with Indigenous communities.



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: Dec 2, 2025
To: **Policy Committee**
From: Michell Bennett, Director of Instruction, Inclusive Education
Subject: Amendment of 5012: Restraint and Seclusion Policy
Attachments:

Background

Since 1998, Pacific Rim School District has had a policy outlining expectations and procedures around restraining students who are demonstrating unsafe behaviour that poses imminent risk to themselves and others. The initial policy from 1998 and amended policy in 2019 outlined explicit expectations around specific emergent situations that would allow for restraint. The policy also spoke about once acceptable practices of removing a student and isolating them in an alternative space without adult supervision and not allowing the student to take breaks from the space. With ongoing research around the mental health of students and staff and the negative impacts of restraint and seclusion, the Ministry of Education and Child Care moved to early intervention strategies that intervened prior to needing to use either restraint or seclusion to assist in regulation of behaviors.

Information

In past years, Pacific Rim School District combined policy and administrative procedures in one document. This is a policy that has been presented in combined format. In the districts effort to update policies and administrative procedures to ensure values, belief and school district practices are aligned with the direction of the Ministry and the Board of Education.

The policy has been updated with current language used by the Ministry of Education and Child Care. Of important note, the values and beliefs around restraint and seclusion have not changed since the previous update in 2019. What has changed is the recognition that students in times of dysregulation, may need an alternative setting with adult supervision and support to maintain a safe learning environment for all students and a safe work environment for staff.

Next Steps

Concurrently, Director Bennett is working on significant upgrades to the Administrative Procedure to reflect a different non-violent/crisis intervention program. The district moved away from Crisis Prevention Institute program titled Non-Violent Crisis Intervention to Safety

Care. Additionally, the administrative procedure updates will also be more aligned with the upcoming Violence in the Workplace AP to ensure language is consistent, reflect daily practice, and include more information about training for staff.



XXX: Physical Restraint and/or Seclusion of Students (P)

Approved: 98 03 10

Amended: 19 02 12

Amended: 25-12-02

POLICY STATEMENT

The Board of Education recognizes that it has a responsibility to maintain safe, orderly and caring school environments for all students and employees. ~~Every effort should be made to structure learning environments and to provide positive learning supports that make physical restraint and seclusion unnecessary. It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.~~ Respect for student rights, maintaining student dignity and the safety of all involved is paramount. **Every effort should be made to structure learning environments with effective learning supports and interventions to prevent and de-escalate potentially unsafe situations.**

Physical restraint is ~~used~~ **applied only** in **exceptional emergency** circumstances where the behaviour of a student poses imminent danger of serious physical harm to self or others and where less restrictive interventions have been **implemented but proven** ineffective in ending imminent danger of serious physical harm. The Board of Education does not endorse the practice of seclusion as a response to the behaviour of students and schools do not have rooms allocated for this purpose.

Where student's behaviour has escalated, it may result in a separation from others to an alternate quiet space to calm, or process a situation in privacy, until the student can return to their learning, or a parent/guardian is called. **Further, it is expected that efforts will be made to determine the underlying causes of distressed behaviour to inform effective interventions for future use.**

Resources and References

BC Ministry of Education and Child Care Provincial Guidelines - Physical Restraint and Seclusion in School Settings, <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/diverse-student-needs/physical-restraint-seclusion-guidelines.pdf>

Pacific Rim School District – 5012: Physical Restraint and/or Seclusion of Students (P)



PACIFIC RIM SCHOOL DISTRICT IN-CAMERA BOARD MEETING INFORMATION SHEET

Date: December 2, 2025
To: Policy Committee
From: Peter Klaver, Superintendent
Subject: Safe Caring and Orderly Schools AP

Background:

Currently the District has eight Administrative Procedures that identify manners in which students may be disciplined and potentially suspended from schools. This includes:

AP 5008 (combined policy and AP) Fighting. Last amended 2019.

- Principal may suspend up to and including 5 days
- Board may suspend longer after a joint presentation by the Superintendent and Principal (**ie. There is no parent/student hearing**)

AP 5010 (combined policy and AP) Weapons. Last amended 2002.

- Consequence: suspension, expulsion, transfer to another school, counseling, laying of criminal charges.
- No language regarding who imposes the consequences.

AP 5013 (combined policy and AP) Drugs and Alcohol. Last amended 2009.

- First offence: five day suspension imposed by the Principal
- Second offence: 10 suspension imposed by the Principal
- Third offence/selling: indefinite suspension. Board convenes to determine whether a student under 16 years of age is placed in a home study program or has other conditions. The Board may refuse to offer a student 16 years of age or older an educational program.

AP 5014 (combined policy and AP) Damage to School property due to willful vandalism or illegal entry. Last amended 2002

- Immediate indefinite suspension by Principal
- Within 5 days Superintendent and Principal determine length of suspension
- More than 5 days a Committee of the Board shall hear the circumstances and suspend. Recommended suspension 10 days with restitution.

AP 3124 (combined policy and AP) Vandalism to School. Last amended 1986

- Students parents requested to reimburse and/or service work and/or small claims and/or suspension or dismissal from school

AP 5015 (combined policy and AP) Trespass on School Roof. Last amended 2016.

- First time offence the Principal may suspend up to 3 days
- Second offence the Principal must suspend for 3 days
- Subsequent offences the student is referred to the District Discipline Committee

AP 5017 Cybersecurity (ie. Cyberbullying) Last amended 2014.

- Suspension up to 5 days: determined by the Principal
- Suspension more than 5 days determined by the Board after a formal hearing

AP NEW Safe Caring and Orderly Schools (All other discipline ie. Code of Conduct Violations). Last amended 2024.

- In School Suspension: determined by the Principal
- Suspension of less than one day: determined by the Principal and no formal written record
- Suspension between 1 and 5 days: determined by the Principal with formal letter
- Suspension of more than 5 days: Determined by the District Disciplinary Committee (**ie. Not the Board**)
- Removal from an educational program due to repeat offences: determined by the Board after parents have had an opportunity to be heard at a Board hearing.

Clearly there is inconsistency between Administrative Procedures including the manner in which extended suspensions occur or are 'heard' by staff or the Board of Education.

The Superintendent has folded most of the above APs into AP XXX (Safe, Caring and Orderly Schools) as the expected behaviours and unacceptable behaviours listed in this AP cover most of the APs listed above. In some cases specific reference to the action identified in the AP has been added.

The Superintendent will also be recommending the following:

P/AP 5008 Fighting

- Delete Policy and AP
- Referenced in Safe Caring and Orderly Schools AP 3.4.7 and District Code of Conduct "Expectations for Students."
- Should be referenced in school codes of conduct as referenced in Safe Caring and Orderly Schools 1.0 – 2.3

P/AP 5010 Weapons

- Delete Policy and AP
- Referenced in Safe Caring and Orderly Schools AP 3.4.7

P/AP 5013 Drugs and Alcohol

- Will remain but the punitive sections will be eliminated and sections will be added to support students with this health issue.
- Referenced in Safe Caring and Orderly Schools AP 3.4.7 and District Code of Conduct "Expectations for Students."
- Should be referenced in school codes of conduct as referenced in Safe Caring and Orderly Schools 1.0 – 2.3

P/AP 5014 Damage to school property

- Delete Policy and AP
- Referenced in Safe Caring and Orderly Schools AP 3.4.7 and District Code of Conduct “Expectations for Students.”
- Should be referenced in school codes of conduct as referenced in Safe Caring and Orderly Schools 1.0 – 2.3

P/AP 3124 Vandalism

- Will remain as it is a more specific AP and involves parent involvement in restitution.

P/AP 5015 Trespass on School Roof

- Delete Policy and AP
- Referenced in Safe Caring and Orderly Schools AP and District Code of Conduct “Expectations for Students.”

AP 5017 Cybersecurity

- Delete AP
- Referenced in Safe Caring and Orderly Schools and District Code of Conduct “Expectations for Students.”
- Referenced in AP 5019 Technology Acceptable Use
- Appendix A now included as Appendix II in Safe Caring and Orderly Schools AP



XXXX: Safe, Caring and Orderly Schools (A/P)

Approved: 24 06 11

Draft: 25 12 02

DEFINITIONS

“District Discipline Committee” means a committee chaired by the Assistant Superintendent or designate whose membership shall include at a minimum one Director of Instruction and two school-based administrators.

“Board Discipline Committee” means a committee chaired by the Superintendent whose membership shall include a minimum of four trustees.

“Alternatives to Suspension” means any discipline or restorative activity intended to educate a student about expected behaviour that does not involve removing a student from their normal involvement in their educational program.

“Student Suspension” means to suspend a student’s participation in classroom and/or school activities.

“Swarming” means to be involved in luring someone to a location in order that the individual can be violently attacked by two or more other persons. To be included in a swarming event an individual may be the one to lure the victim, be involved in violence toward the victim, recording and/or sharing the incident, or acting as a bystander supporting the incident.

“Discipline Hearing” means a meeting of either the District Discipline Committee or the Board Discipline Committee where both the offender and parents/guardians shall be present to provide information related to the offense. The administrator managing the offense at the school level shall also be present.

REGULATIONS

1.0 CODE OF CONDUCT

- 1.1 The school principal shall ensure that the schools Code of Conduct is consistent with applicable School Act, Regulations and Ministerial Orders and the District’s Student Code of Conduct (Appendix I).

2.0 CODE OF CONDUCT VIOLATION

Within the limits of the School Act and Board Policy, the principal or designate, has



paramount authority for student behaviour and, while exercising discretion, may utilize a variety of progressive disciplinary actions. Responses to unacceptable conduct should be pre-planned, consistent and fair, and, whenever possible, disciplinary action should be preventative and restorative, rather than merely punitive.

- 2.1 Relevant parties shall be notified of serious breaches of the Code of Conduct as follows:
 - 2.1.1 Parents or guardians of the student offender – in every instance as soon as possible.
 - 2.1.2 Parents or guardians of the victim – in every instance as soon as possible.
 - 2.1.3 Police and other agencies – as required by law.
- 2.2 All parents or guardians will be notified where school officials are aware of a situation or incident and deem it necessary to reassure members of the school community that officials are taking appropriate action to address it.
- 2.3 Schools will develop implementation plans that outline the programs designed to meet the intended goals of the Code of Conduct and the Social Responsibility performance standards. Schools will collect data to monitor the success of such initiatives.
- 2.4 At any point in a breach of school or district codes of conduct the district may initiate a Threat Assessment Protocol as per AP 5007.

3.0 ALTERNATIVES TO SUSPENSION FROM A SCHOOL

- 3.1 Schools will, in every instance, use student suspension as a last resort when addressing code of conduct violations. Unacceptable behaviour by a student shall be seen as an opportunity to teach students how to positively interact with other people and their environment.
- 3.2 Schools will implement restorative justice at every opportunity and will use the concept of 'circle' to attempt to restore both the victim and the offender to the school community.
- 3.3 Alternatives to suspension from a school may include but not be limited to:
 - a) In – school but out of class alternative working location
 - b) Behaviour plans
 - c) Educational assignment related to the offence
 - d) Meetings with parents or guardians



4.0 STUDENT SUSPENSIONS **FROM SCHOOL FACILITY**

In some situations, Code of Conduct violations may result in a decision to suspend a student's participation in ~~classroom and/or~~ school activities. Where a student suspension is imposed, the principal or designate shall be guided by the following in determining an appropriate response to unacceptable student conduct:

~~3.1~~ **IN SCHOOL SUSPENSION (ISS)**

~~3.1.1 Student will be temporarily removed from the regular classroom to continue their studies in an alternate location within the school.~~

~~3.1.2 Parents or guardians will be contacted regarding reasons for the temporary removal from class as well as the expectations for and duration of the ISS.~~

4.1 SUSPENSION OF LESS THAN ONE DAY

4.1.1 Parents or guardians are contacted by telephone and informed that their child is being sent home.

4.1.2 Student is sent directly home and instructed to return to school the next day and if possible, accompanied by a parent(s).

4.1.3 If parent(s) cannot be contacted, the student is not to be sent home.

4.1.4 No formal written records are required.

4.2 SUSPENSION BETWEEN ONE AND FIVE DAYS

4.2.1 Parental contact will be established by telephone and/or by personal interview prior to the student leaving the school. In the event that such contact is unsuccessful, reasonable efforts shall be made to keep the student at school until the normal closing time.

4.2.2 A confirming letter informing the parent or guardian of the circumstances of the suspension and the anticipated date of return is required.

4.2.3 The student will be re-admitted to school by the authorized person who imposed the suspension.



4.3 ~~INDEFINITE SUSPENSIONS~~ **SUSPENSIONS OF MORE THAN 5 DAYS**

- 4.3.1 Parental or guardians contact will be established by telephone and/or by personal interview prior to the student leaving the school.
- 4.3.2 The student will be advised to take home appropriate and sufficient course materials to study at home.
- 4.3.3 A letter will be sent to the parent(s) or guardian(s) informing them of the circumstances of the suspension and advising them that they will be contacted by the **office of the** Superintendent. A copy of this letter will be sent to the Superintendent.
- 4.3.4 ~~The Superintendent (or designate) will meet with the principal of the school to determine a recommendation to the District Disciplinary Committee for the appropriate length of suspension.~~
- 4.3.4 The District Disciplinary Committee will ~~meet~~ **conduct a discipline hearing** at its earliest practical opportunity to review the particulars of the incident and consider the ~~recommended~~ length of suspension ~~prior to determining the length of suspension.~~ **and conditions for re-entry.**
- 4.3.5 **Parents will be informed of the decision of the District Discipline Committee by the school administrator as soon as possible after a decision has been made and in writing by the chair of the Discipline Committee as soon as possible.**
- 4.3.6 **The District Discipline Committee may make recommendation for a student 16 years of age or older to be removed from all education programs in the district. This recommendation shall go to the Board of Education Discipline Committee as soon as possible for a decision on the recommendation.**
- 4.3.7 **Some infractions will go directly to a hearing of the Board of Education Discipline Committee. The decision to move a discipline hearing directly to the Board of Education Discipline Committee will be made by the Superintendent or designate in consultation with the school Principal. These infractions will include but not be limited to:**
- **Repeated instances of violent or threatening behaviour**
 - **Swarming**
 - **Bringing a weapon to school with the intention of harming another person**
 - **Repeated instances of selling drugs or alcohol at school**
 - **Other instances deemed a significant risk to the school community**



4.3.8 The decision of the District Discipline Committee may be appealed to the Board of Education Discipline Committee who shall convene a meeting as quickly as possible to confirm or overturn the District Discipline Committee's decision. The student, parents/guardians and the Assistant Superintendent shall have opportunity to speak to the Committee prior to a decision.

5.0 ACCESS TO THE SCHOOL AND/OR SCHOOL FUNCTIONS

- 5.1 The purpose of out of school suspensions are to deny students access to any District school, grounds, and/or school functions.
- 5.2 The student may make contact with the school ONLY by pre-arranged appointment with the principal or designate.
- 5.3 The student should take necessary books and instructional material home at the time of suspension or make arrangement with the principal at a later time.

6.0 PROVISION OF WORK ASSIGNMENTS BY THE TEACHER

- 6.1 Teachers are responsible for ensuring that work assignments are made available for students during suspension.
- 6.2 At the time of suspension administrative officers will discuss with students how they will become apprised of schoolwork assigned during their absence.

7.0 EVALUATION OF COURSE WORK COMPLETED DURING SUSPENSION

- 7.1 Assignments completed while on suspension will be evaluated according to the same criteria as for other students.
- 7.2 Students who have been suspended continue to be accountable for successfully demonstrating all learning outcomes in their courses.

8.0 REFUSAL TO OFFER AN EDUCATIONAL PROGRAM

- 8.1 The Board may refuse to offer an educational program to a student who is sixteen years of age or older and who
 - 8.1.1 Persistently refuses to follow the rules and/or policies of the school or the Board; or
 - 8.1.2 Continues to fail to apply themselves to their studies.



8.2 The Board will refuse to offer an educational program to a student who is sixteen years of age or older, where upon the evidence of the Superintendent, it is shown that the student and their family have been ensured due process, including

8.2.1 Provision of warning

8.2.2 Reasonable opportunity to conform,

8.2.3 Involvement of parents or guardians in the attempted remediation of the problem, and

8.2.4 Opportunity to appear at a Board Hearing

9.0 OTHER

9.1 No permanent record of suspension under this policy shall be entered on student records.

9.2 Further guidance in relation to this policy can be found in the following Policy and Administrative Procedures:

Policy 320: Conveyance of Students

AP 3124: Vandalism to School Property

AP 5008: Fighting (under development)

AP 5009: Student Discipline—Search and Seizure

AP 5010: Weapons

AP 5011: Sexual Orientation/Gender Identity

AP 5012: Physical Restraint of Students

AP 5013: Student Involvement with Illegal Drugs and Alcohol

AP 5014: Damage to School Property as a Result of Illegal Student Activity

AP 5015: Trespass on School Roofs

AP 5016: Police Contact with Students in Schools

AP 5017: CyberSafety

AP 5018: Exclusion Order

AP 5019: Technology Acceptable Use

AP 7000: Emergency Disaster

Policy XXX: Acceptable Use of Cellular Phones, Smart Watches, and

Electronic Devices: Usage in Schools, on School Property or During School Related Activities

XXXX: Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices:

Usage in Schools, on School Property or During School Related Activities (AP)



AP 5007: Violent Treat Risk Assessment VTRA
XXXX Parent/Guardian Code of Conduct (AP)

RESOURCES

School Act sections **2, 10, 26, 76**, 85, 168

Provincial Standards For Codes Of Conduct Order

Ministerial Order ~~M276/07~~ **M221/24**

Ministerial Order No. M89

Policy 510 Safe, Caring and Orderly Schools

Policy XXX: Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities

XXXX: Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities (AP)

Legal Advice: Harris & Company LLP



APPENDIX I: DISTRICT CODE OF CONDUCT

Definitions

“personal digital device” means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet

The Board of Education of the Pacific Rim School District is committed to providing a safe, caring and orderly environment for all students, staff, parents or guardians and visitors. This code of conduct outlines, in general terms, the expectations of students, staff, parents and visitors and is to provide general direction to align with school codes of conduct.

In general, the Board expects all manners of conduct to meet the expectations as set out in all district policies and administrative procedures, including but not limited to the following ones:

- Policy 401 *Respectful Workplace*,
- Policy 511 *Sexual Orientation/Gender Identity*,
- Policy 510 *Safe, Caring and Orderly Schools*,
- Policy XXX: *Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities*,
- XXXX: *Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities (AP)*

The Board also expects all manners of conduct to meet the expectations of the prohibited grounds of discrimination set out in section 7 (Discriminatory publication) and section 8 (Discrimination in accommodation, service and facility) of the *Human Rights Code*, RSBC 1996, c. 210.

Expectations for Staff

The Board expects staff to work co-operatively with students, parents, the community and each other to model positive behavior and develop caring and nurturing school environments. In particular, the Board expects staffs to:

- Model and promote respectful, caring and inclusive behaviour for all members of the school community.
- Engage students in learning using instructional practices and resources in which students see themselves represented.
- Work within staff to develop a school code of conduct that aligns with and makes mention of the elements set out in the District Code of Conduct, and which meets the Ministry's guidelines for school codes of conduct.



- Respond to breaches of the school code of conduct in ways which are preventative, educative and restorative in nature.
- Involve students, as appropriate, in the development of school codes of conduct and the accompanying consequences for breaches.
- Take account of the student's age, maturity and special needs, if any, when applying consequences of unacceptable behaviour. Special considerations may apply to students with special needs if these students are unable to comply with a code of conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.
- Respect their position of trust with students and parents and not abuse that trust for personal, sexual, material or ideological advantage.

The Board will take all reasonable steps to prevent retaliation by a person against a student who has made a complaint of a breach of a code of conduct.

Expectations for Students

The Board expects students to engage constructively and meaningfully in school educational and social activities. Positive student behavior is critical to ensuring productive and caring learning environments. All students should feel safe and cared for at school and students have a role to play in ensuring that occurs. In particular, the Board expects students to:

- Abide by their school code of conduct.
- Respect the rights of others.
- Engage in the educational program(s) provided.
- Model inclusive behavior both in educational and social settings.
- Respect and care for the educational resources provided including resource materials, school buildings and buses. **Willful vandalism will result in student discipline and possible compensation (see Administrative Procedure 3124).**
- Adhere to all school district policies.
- Refrain from unacceptable behavior, 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.
- **Use technology in a safe and positive manner and not in a way that negatively impacts the school environment, students or staff. (see Appendix II)**
- **Act in a safe manner whenever school property is accessed (including outside instructional time) including not trespassing on school roofs.**
- **Solve problems in peaceful ways without resorting to violence of any kind**



Expectations for Parents/Guardians

Parents and Guardians have the right to send their students to safe, caring and orderly schools. Parental involvement in school activities is necessary to develop collaborative relationships with school staff which will, in turn, promote learning and positive school cultures. In particular the Board expects parents and guardians to:

- Model respectful behavior when engaging in school district activities.
- Engage with school district staff in a respectful and productive manner.
- Work with schools to create meaningful and effective codes of conduct.
- Support school staff with enforcing the code of conduct and for explaining to students the necessity for positive behavioural interactions to develop caring, responsive and inclusive school and community environments.
- Ensure they are versed in the school district's restrictions on the use of personal digital devices at school for the purpose of promoting online safety and focused learning environments as set out in the XXXX: *Acceptable Use of Cellular Phones, Smart Watches, and Electronic Devices: Usage in Schools, on School Property or During School Related Activities administrative procedure.*



Appendix II: INFORMATION FOR PARENTS AND STUDENTS

Parents and guardians should be aware of the following should their child be targeted electronically:

INTERNET SERVICE PROVIDERS (ISPS) AND ALL CELL PHONE SERVICE PROVIDERS

- ISPs have Acceptable Use Policies (AUPs) that define privileges and guidelines for those using their services.
- ISP and cell phone service providers can respond to cyberbullying on their networks when informed that those guidelines have been violated.

PARENT AND STUDENT RESPONSIBILITY

- To report cyberbullying, parents and students need to document the concern. There are several ways to obtain that documentation:

Save the following from e-mail:

E-mail address.

Date and time received.

Copies of any relevant e-mails with full e-mail headers.

Save the following from Groups or communities:

URL of offending MSN Group site.

Nickname of offending person.

History of discussion.

E-mail address of offending person.

Date you saw it happen.

Save the following from Profiles you see on the web:

URL of Profile.

Nickname of offending person.

E-mail address of offending person.

Date you viewed this Profile.

Save the following from Chatrooms:

Date and time of chat.

Name and URL of chat room you were in.

Nickname of offending person.

E-mail address of offending person.

Screenshots of chatroom.



Report the concern to the ISP, and if it is connected to the school or district, to an administrator in your child's school. Provide a copy of the saved communication at the time the concern is lodged. Report the complaint to the police and provide a copy of the saved communication at that time.

For more resources see the Ministry of Education and Childcare's website:
www.erase.bc.ca

For help with the distribution of intimate images see the BC Governments *Intimate Images Protection Services* at 1-833-688-4381 or protectyourimages@gov.bc.ca

5008: ~~FIGHTING and PHYSICAL VIOLENCE (AP)~~

Approved: 87.07.07
Amended: 19.11.12

POLICY

~~The Board of Education believes that schools must be safe, accepting and inclusive places where students get along with each other and resolve differences in a peaceful, respectful manner. The purpose of AP 5008 is to outline the District's response to situations where students attempt to resolve interpersonal conflict through fighting and/or physical violence.~~

REGULATIONS

1.0 — DEFINITIONS

- ~~1.1 — To be involved in a fight, a student must be physically engaged with another student in a violent manner as judged by the school administration or representative.~~
- ~~1.2 — To be an instigator of a fight, a student must attempt to provoke or goad another student to fight. The degree of instigation will be judged by the school administrator evaluating the most recent incident as well as those reasonably leading to the altercation. Students who plan, organize or promote a fight, and those students whose violation of AP 5017 — Cybersafety leads to a physical altercation will also be considered instigators.~~
- ~~1.3 — To be acting in self-defence, a student may not have been an instigator and may fend off blows in a reasonable manner while attempting not to fight.~~
- ~~1.4 — To avoid a physical altercation and/or suspension, a student should seek assistance from school officials to mediate disputes which may lead to physical aggression.~~

2.0 — CONSEQUENCES OF FIGHTING

- ~~2.1 — The student who "fights" and the student who is judged to have "instigated the fight" including instigators who did not actively fight, will initially be treated as equal at fault. Each will be indefinitely suspended from school as being involved in behaviour not acceptable to the standards of the school. An immediate investigation will be undertaken to determine the events leading to and culminating in the fight.~~
- ~~2.2 — Students subject to discipline will be disciplined in accordance with the following:~~

~~0–5 day suspension assessed by the principal based on the student's attempt to avoid the altercation or on the basis of minor instigation. A school principal may also consider mediation or other restorative processes as part of or as an alternative to suspension.~~

~~"6" or more day suspension assessed by the Board, after hearing a joint recommendation from the Superintendent and the principal (or designate). The recommendation shall attempt at consistency based on the vigour/intensity of the combatants and the degree of instigation involved.~~

~~3.0 CONSEQUENCES OF UNPROVOKED VIOLENCE AGAINST ANOTHER STUDENT OR STUDENTS~~

~~3.1 A student who commits unprovoked and/or random violence against another student or students will be indefinitely suspended from school as being involved in behaviour not acceptable to the standards of the school.~~

~~3.2 Students judged to be subject to discipline may be dealt with as follows:~~

~~0-5 day suspension assessed by the principal based on the severity of the violence and the number of occurrences;~~

~~"6" or more day suspension assessed by the Board after hearing a joint recommendation from the Superintendent and the principal (or designate). Based on the severity of the violence and the number of occurrences.~~

5010: WEAPONS (AP)

Approved: 98-03-10
Amended: 02-04-23

POLICY

~~The Board of Education believes that schools are purposeful places where students and staff must be able to work, learn and play without the threat of physical or psychological harm. The Board acknowledges its responsibility to ensure schools provide secure learning environments, which are safe from any form of threat, violence or intimidation.~~

~~The Board shall consider the possession or use of any weapon by anyone on or near school property or at a school event to be a serious threat to both students and staff. It authorizes administrative officers to impose immediate and appropriate consequences upon any individual threatening the welfare of students and/or staff.~~

ADMINISTRATIVE PROCEDURES

1.0 — DEFINITION OF WEAPON

- 1.1 — ~~A weapon is defined as any instrument designed to inflict injury or intimidate another person or any instrument that is used in this manner.~~
- 1.2 — ~~Replicas of weapons, including toy weapons, are by their very nature intimidating and will be treated as weapons for the purpose of this policy.~~

2.0 — PROCEDURES

- 2.1 — ~~The Board's policy on weapons will be communicated to students and parents at the start of each school year.~~
- 2.2 — ~~Where a school administrator reasonably believes that a person on or near school premises or at a school event is in possession of or has used a weapon, the administrator shall:~~
 - 2.1.1 — ~~immediately notify the RCMP and the superintendent or designate;~~
 - 2.1.2 — ~~make reasonable attempts to minimize risk of injury to any person;~~
 - 2.1.3 — ~~ensure that the weapon is confiscated and removed from school premises;~~

Page 1 of 2

~~2.1.4—contact the parent/guardian and suspend the student; and~~

~~2.1.5—file an Incident Report with the School Board.~~

~~2.3—The severity of the offence will determine the appropriate consequence.~~

~~Consequences may include:~~

~~2.1.1—Suspension;~~

~~2.1.2—Expulsion;~~

~~2.1.3—Transfer to another school;~~

~~2.1.4—Requirement for appropriate rehabilitation recourse e.g. counselling; and~~

~~2.1.5—Laying of criminal charges.~~

~~5014: DAMAGE TO SCHOOL PROPERTY AS A RESULT OF ILLEGAL PUPIL ACTIVITY (AP)~~

Approved: 93-03-23

Amended: 02-04-23

POLICY

~~The Board of Education will not condone damage to school property as a result of pupils being involved in willful vandalism and/or illegal entry. Such actions will result in suspension and will require appropriate restitution.~~

ADMINISTRATIVE PROCEDURES

1.0 — PROCEDURE

1. 1 — ~~The Principal (or designate) shall impose an indefinite suspension as per Policy 510 (R) on any pupil who has been found to have damaged school property due to willful vandalism and/or illegal entry.~~
1. 2 — ~~Within five days of the imposition of the suspension, the Superintendent (or designate) will meet with the principal and if necessary, the RCMP to review the facts surrounding the incident. Where the Superintendent and principal jointly believe there are exceptional circumstances which make the application of this policy inappropriate, they may rescind the indefinite suspension and substitute a suspension of five days or less.~~
1. 3 — ~~Where a Committee of the Board is convened to hear the circumstances of the incident as per Policy 510, a ten school day suspension is recommended as a minimum penalty for a first involvement. Committee shall also make a recommendation with respect to the appropriate level of restitution of school property.~~
1. 4 — ~~Where the property damaged or lost is the subject of a claim to the School Protection Program by the board, the committee shall seek the advice of the School Protection Program before making a recommendation with respect to the level of restitution.~~

2.0 — REPORTING TO THE POLICE

~~2.1 The Principal shall report pupil involvement with illegal entry to the police. Any physical evidence shall be turned over to the police.~~

~~**3.0 OTHER**~~

~~1.1 All Principals shall ensure that all pupils and parents/guardians are notified of this policy.~~

~~5015: TRESPASS ON SCHOOL ROOFS (AP)~~

~~Approved: 93-09-21~~
~~Amended: 16-05-10~~

POLICY

The Board of Education will not condone unauthorized pupils trespassing school property by being on school roofs.

ADMINISTRATIVE PROCEDURES

1.0 — PROCEDURES

- 1.1 — ~~All employees are encouraged to report to a school administrator any incident where a pupil(s) is observed to be on a school roof.~~
- 1.2 — ~~The principal of the school shall investigate the matter and where the pupil(s) is identified as a pupil of the principal's school, the principal may impose up to a three day suspension as per Policy 510.~~
- 1.3 — ~~Where the pupil(s) identified and found to be from another school, the principal shall so report to the other school and the principal of that school may impose up to a three day suspension.~~
- 1.4 — ~~Individuals identified who do not attend a district school shall be reported to the police.~~

2.0 — REPEAT OCCURRENCE (S)

- 2.1 — ~~Any pupil(s) found to be on a school roof for a second time shall be suspended for three days and any subsequent times shall be referred to the District Discipline Committee.~~

5017: CYBERSAFETY (AP)

Approved: 14-02-14

ADMINISTRATIVE PROCEDURES

The Board of Education shall provide a safe and secure environment in the schools. Issues involving inappropriate use of technology may, at times, impact negatively on the safety and well-being of students while at school. The Board enacts this policy to reduce the negative impact of the use of technology on the learning environment in schools. The Board of Education expects schools to:

- i) — Teach curriculum-based cyber-appropriate behaviour expectations in classrooms and work sites.
- ii) — Educate staff, students and parents/guardians about appropriate cyberspace behaviour and the seriousness of cyberbullying, including recognizing the attributes of cyberbullying.
- iii) — Revise and publicize the district's (school's) computer Acceptable Use Policy (AUP) to specifically prohibit using the Internet for bullying/harassment.
- iv) — Investigate and discipline for cyberactions resulting in cyberbullying that arises in the school or work site, whether initiated in or out of that school or work site. This work is to be undertaken by administrators and supervisors.
- v) — The district shall annually and, if necessary, periodically throughout the year, inform the public through a media release(s) of the district's cyberbullying policy.

1.0 — SCHOOL RESPONSIBILITY

- 1.1. — All students and parents/guardians shall receive at the beginning of a school year, or whenever a new student enrolls at a school, a copy of the district's Acceptable Use Policy.
- 1.2. — Administrators shall review this policy annually with the staff and Parent Advisory Council.
- 1.3. — The Cyberbullying Policy and Regulations shall be reviewed with students at the beginning of the year and at least on one other occasion during the school year.

- ~~1.4.—Where a school-based administrator has reasonable and probable grounds to believe that the actions of a student, through electronic means, have negatively impacted the learning environment of the school, the administrator shall investigate and, if necessary, discipline the offending student(s).—Electronic actions that may be considered to negatively impact the learning environment may include but are not limited to:~~
- ~~•— Any insults or threats communicated electronically with another student or staff member;~~
 - ~~•— Spreading of hateful or harmful comments about a student or staff member through any electronic format;~~
 - ~~•— Composing or creating a public document designed to insult or defame a student or staff member through the use of information and communication technologies;~~
 - ~~•— Promotion of behavior that is in direct contravention of the school code of conduct (for example: videotaping and posting of fights between students)~~
 - ~~•— Posting or forwarding of any inappropriate photo of a student~~
 - ~~•— Coercing another student to create and electronically send inappropriate personal photos of themselves~~
 - ~~•— Any encouragement of self harm to another student or staff member~~
- ~~1. 1—Should a student contravene this regulation then the administrator, depending on the nature and severity of the situation and the age of the student(s), shall undertake one or more of the following actions:~~
- ~~•— Contact the parents of both the victim and the offender~~
 - ~~•— Contact RCMP if the matter appears to be a criminal offense~~
 - ~~•— Disable all access to the internet in school district facilities permanently or for a set period of time~~
 - ~~•— Ban the bringing of electronic devices onto school property permanently or for a set period of time~~
 - ~~•— Suspend for up to 5 days~~
 - ~~•— Suspend more than 5 days which requires a formal Board of Education hearing~~
 - ~~•— Suspend ‘in-school’~~
- ~~1. 2—Students who repeatedly contravene this regulation will be subject to increasing levels of discipline which may ultimately lead to expulsion or transfer to a different school.~~
- ~~1. 3—Students and parents should be aware that there could be legal consequences for all students over the age of 12 should bullying, harassment, transfer of inappropriate photos or the taking of inappropriate photos occur using electronic devices.~~

5017: Appendix A: INFORMATION FOR PARENTS AND STUDENTS

Parents and guardians should be aware of the following should their child be targeted electronically:

~~INTERNET SERVICE PROVIDERS (ISPs) AND ALL CELL PHONE SERVICE PROVIDERS~~

- ~~ISPs have Acceptable Use Policies (AUPs) that define privileges and guidelines for those using their services.~~
- ~~ISP and cell phone service providers can respond to cyberbullying on their networks when informed that those guidelines have been violated.~~

PARENT AND STUDENT RESPONSIBILITY

- ~~To report cyberbullying, parents and students need to document the concern. There are several ways to obtain that documentation:~~

Save the following from e-mail:

E-mail address.

Date and time received.

Copies of any relevant e-mails with full e-mail headers.

Save the following from Groups or communities:

URL of offending MSN Group site.

Nickname of offending person.

History of discussion.

E-mail address of offending person.

Date you saw it happen.

Save the following from Profiles you see on the web:

URL of Profile.

Nickname of offending person.

E-mail address of offending person.

Date you viewed this Profile.

Save the following from Chatrooms:

Date and time of chat.

Name and URL of chat room you were in.

Nickname of offending person.

E-mail address of offending person.

Screenshots of chatroom.

Report the concern to the ISP, and if it is connected to the school or district, to an administrator in your child's school. Provide a copy of the saved communication at the time the concern is lodged.

Report the complaint to the police and provide a copy of the saved communication at that time.



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: December 2, 2025
To: **Policy Committee**
From: Lynn Brown, Manager of Mental Health & Wellness
Subject: Student Substance Abuse and Possession

Background

Extensive edits and updating have occurred to reflect current language and approaches to students' involvement with substances.

Information

I changed the title to put the focus on the behaviour as some legally acquired substances are also sometimes abused. Prescription medications can be sold or misused.

The A/P is updated to reflect current approaches that are trauma informed and student centered. The AP reflects the position that students are using substances for a reason and that adults should endeavor to understand those reasons prior to determining a response. Seek to understand prior to responding is the current approach.

Adding additional caring adults to the student's care team is also trauma informed. Schools are well positioned to do this with a variety of helpers.

Approaches to suspension are listed in another AP – Safe, Caring and Orderly schools. The focus here is on a compassionate, informed response.

Next Steps

Consultation with appropriate partners.

ADTU / CUPE



XXX: STUDENT SUBSTANCE ABUSE AND POSSESSION (P)

Approved: 84 10 16
Amended: 02 04 23
Amended: 09 13 05
Amended: 07 14 25
Amended: 25 12 02

POLICY

The Board of Education is committed to ensuring that all students have access to safe, healthy, and inclusive learning environments, free from the impacts of substance abuse.

The possession, abuse, or distribution of alcohol, cannabis, vaping products, or illegal substances is prohibited on all school property, at school-sponsored events, and during any school-related activities.

Recognizing that substance abuse is a complex health and social issue, the Board promotes a balanced approach that emphasizes prevention, education and intervention. The focus is on supporting student well-being rather than punitive measures.

Purpose

This policy aims to:

- Promote health, safety, and well-being for all students and staff.
- Provide guidance for prevention, intervention, and support related to substance use.
- Encourage education and open communication to reduce stigma and support informed decision-making.
- Align with current legislation and provincial guidelines regarding underage substance use.
- Foster collaboration among schools, families, and community partners to address and respond to substance use concerns.

Commitment

The Board of Education values a supportive and restorative approach when responding to student substance use. Schools will prioritize connection, education, and access to appropriate resources and supports.



REFERENCES AND RESOURCES

510: Safe, Caring and Orderly Schools (A/P) 3.4.7

District Code of Conduct “Expectations for Students”

5013: Student Substance Abuse (A/P)

[School Act – Table of Contents - School Act](#)

Provincial Standards for Codes of Conduct Order – M276/07 [Authority: School Act, sections 85\(1.1\) 168 \(2\) \(s.1\)](#)

[Freedom of Information and Protection of Privacy Act - Table of Contents - Freedom of Information and Protection of Privacy Act](#)

Human Rights Code - non-discriminatory practice in response to school substance use - [Human Rights Code](#)

[Public Health Act - Public Health Act - Province of British Columbia](#)

[Cannabis Control and Licensing Act - Cannabis Control and Licensing Act](#)

[Controlled Drugs and Substances Act - Controlled Drugs and Substances Act](#)

BC Ministry of Education and Child Care – Safe and Caring Schools Communities-[Ministry of Education and Child Care - Province of British Columbia](#)

~~The purpose of this policy is to outline a comprehensive district-wide strategy to prevent the use and possession of drugs and/or alcohol in School District 70 (Alberni).~~

~~The Board of Education believes that all students have a right to attend school in an environment conducive to learning. Since alcohol and other drug possession, supply or sale is illegal and interferes with both effective learning and the healthy development of all individuals, the school district is committed to preventing drug and/or alcohol use and to maintaining a drug/alcohol-free educational environment during school hours and at any school function that takes place inside or outside district boundaries.~~

~~The Board of Education recognizes the importance of working in partnership with students, parents, community groups, social agencies and the RCMP to achieve safe, caring and orderly schools.~~

~~The Board of Education believes that an effective drug and/or alcohol prevention strategy encompasses three aspects: prevention, intervention and rehabilitation.~~

1.0 — DEFINITIONS

1.1 — In this Policy, the word “drug” means:

—— *Alcohol or any “controlled substance”, as defined by the Controlled Drug and Substances Act (CDSA), that is not prescribed by a qualified medical practitioner, including but not*



~~limited to cannabis, opiates, amphetamines, methamphetamines or barbiturates.~~

2.0 — PREVENTION

~~2.1 — The school district supports the *Health Canada* definition of the elements of an effective prevention program.~~

- ~~• — Help students to develop social competencies and social skills.~~
- ~~• — Deliver a clear and consistent ‘no use’ message.~~
- ~~• — Allow students to practice resisting negative influences and refusing drugs and/or alcohol.~~
- ~~• — Reward students for positive behaviours.~~
- ~~• — Promote positive peer relationships.~~
- ~~• — Provide an opportunity for students to discuss and practice becoming positive peer models.~~
- ~~• — Promote a school climate that encourages positive behaviours, including a commitment to stay drug/alcohol free.~~
- ~~• — Involve parents, caregivers and students.~~
- ~~• — Enhance communications and form partnerships between the home, the school, and the community to provide an opportunity for prevention strategies to become internalised and institutionalised.~~

~~2.2 — The district believes in the asset building approach to prevention, i.e. working to reduce those factors that increase the risk of harmful behaviours (risk factors) and building on those factors that help to protect young people from harmful behaviours by either reducing impact of the risk or by changing the way they respond to the risks (protective factors).~~

~~2.3 — All district schools will implement articulated prevention education programming. An outline of the program will be filed with the Assistant Superintendent.~~

3.0 — INTERVENTION

~~3.1 — The principal of a school is responsible for ensuring that this policy is communicated to students and parents at the beginning of each school year.~~

~~3.2 — The principal of a school is responsible for ensuring that students and parents are advised that lockers may be subject to random searches at any time to ensure compliance with this policy and that drug-sniffing dogs may be used to conduct such searches.~~

~~3.3 — A student who is in possession of or under the influence of drugs and/or alcohol while at school or at a school sponsored event will be disciplined.~~



- ~~3.3.1 — A first offence will result in a five-day suspension. Conditions for readmission are:~~
- ~~• completion of all assigned school work~~
 - ~~• completion of a substance abuse educative assignment~~
 - ~~• meeting with parents~~
 - ~~• signed school-based contract~~
- ~~3.4 — A second offence will result in a ten-day suspension. Conditions for readmission are:~~
- ~~• evidence that the student can succeed in a school environment without further abuse of drugs and/or alcohol, such as proof of enrolment in an approved intervention program~~
 - ~~• completion of all assigned school work~~
 - ~~• meeting with parents~~
 - ~~• signed school-based contract~~
- ~~3.5 — Subsequent offences will result in an indefinite suspension to the Board. In accordance with the School Act the Board may:~~
- ~~• place students under 16 years of age in a home study program for a specified period of time~~
 - ~~• refuse “to offer an educational program” to those students who are 16 years of age or older~~
- ~~3.6 — Students who are found to be distributing or selling drugs and/or alcohol will be indefinitely suspended and face a Board hearing.~~
- ~~3.7 — Principals shall report all violations of this Policy to the RCMP and turn over all physical evidence to them.~~

4.0 — REHABILITATION

- ~~4.1 — The district will work in concert with other agencies to endeavour to bring students who have contravened this policy back into a healthy and constructive relationship with their school and the school community.~~
- ~~4.2 — The district will maintain an active registry of organizations willing to assist in helping redirect, support and counsel students with drug and/or alcohol problems.~~

Revised: _____ 85 04 09
_____ 86 10 21
_____ 89 02 07
_____ 90 10 02



5013: PUPIL INVOLVEMENT WITH ILLEGAL DRUGS AND ALCOHOL STUDENT SUBSTANCE ABUSE AND POSSESSION (A/P)

Approved: 84 10 16
Amended: 02 04 23
Amended: 09 13 05
Amended: 07 14 25
Amended: 25 12 02

POLICY

~~The purpose of this policy is to outline a comprehensive district-wide strategy to prevent the use and possession of drugs and/or alcohol in School District 70 (Alberni).~~

~~The Board of Education believes that all students have a right to attend school in an environment conducive to learning. Since alcohol and other drug possession, supply or sale is illegal and interferes with both effective learning and the healthy development of all individuals, the school district is committed to preventing drug and/or alcohol use and to maintaining a drug/alcohol-free educational environment during school hours and at any school function that takes place inside or outside district boundaries.~~

~~The Board of Education recognizes the importance of working in partnership with students, parents, community groups, social agencies and the RCMP to achieve safe, caring and orderly schools.~~

~~The Board of Education believes that an effective drug and/or alcohol prevention strategy encompasses three aspects: prevention, intervention and rehabilitation.~~

BACKGROUND

Pacific Rim School District implements age-appropriate prevention and intervention and response strategies when confronted with student substance abuse and possession. These strategies are trauma informed and student centred.

PROCEDURE

FIRST INSTANCE

Students identified as using or distributing illegal substances will be investigated by an administrator.



The administrator will first assess for safety and manage any immediate medical concerns. A call will be made to 911 should the student require emergency intervention.

The administrator will document the interaction with the student and store that information according to the school's record keeping policy.

The administrator will use a trauma informed lens to inquire about the student's use and circumstance. This will assist in understanding the context for the substance use and guide the administrator's response. Progressive disciplinary responses are outlined in 510: A/P Safe, Caring and Orderly Schools.

SUBSEQUENT INSTANCES

Students with ongoing infractions will result in progressively intensive consequences included in 510: Safe, Caring and Orderly Schools.

Every effort will be made to engage the student with suitable supports in the form of internal and external partners.

Each year, the school administrator will review this procedure with staff and families.

Pacific Rim School District will maintain an accurate listing of support services in the community and update that list annually. This Mental Health and Wellness Resources Guide will be made available on the website.

REFERENCES AND RESOURCES

5013: Student Substance Abuse (P)

School Act - [Table of Contents - School Act](#)

510: Safe, Caring and Orderly Schools (A/P) 3.4.7

XXX: Response to Unexpected Health Emergencies

Provincial Standards for Codes of Conduct Order – M276/07 [Authority: School Act, sections 85\(1.1\) 168 \(2\) \(s.1\)](#)

Freedom of Information and Protection of Privacy Act - [Table of Contents - Freedom of Information and Protection of Privacy Act](#)

Pacific Rim School District [Mental Health and Wellness Resources](#)

Human Rights Code - non-discriminatory practice in response to school substance use - [Human Rights Code](#)

Public Health Act - [Public Health Act - Province of British Columbia](#)

Cannabis Control and Licensing Act - [Cannabis Control and Licensing Act](#)

Controlled Drugs and Substances Act - [Controlled Drugs and Substances Act](#)



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— *Alcohol or any “controlled substance”, as defined by the Controlled Drug and Substances Act (CDSA), that is not prescribed by a qualified medical practitioner, including but not limited to cannabis, opiates, amphetamines, methamphetamines or barbiturates.*

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- Deliver a clear and consistent ‘no use’ message.
- Allow students to practice resisting negative influences and refusing drugs and/or alcohol.
- Reward students for positive behaviours.
- Promote positive peer relationships.
- Provide an opportunity for students to discuss and practice becoming positive peer models.
- Promote a school climate that encourages positive behaviours, including a commitment to stay drug/alcohol free.
- Involve parents, caregivers and students.
- Enhance communications and form partnerships between the home, the school, and the community to provide an opportunity for prevention strategies to become internalised and institutionalised.

2.2—The district believes in the asset building approach to prevention, i.e. working to reduce those factors that increase the risk of harmful behaviours (risk factors) and building on those factors that help to protect young people from harmful behaviours by either reducing impact of the risk or by changing the way they respond to the risks (protective factors).

2.3—All district schools will implement articulated prevention education programming. An outline of the program will be filed with the Assistant Superintendent.



3.0 — INTERVENTION

- ~~3.1 — The principal of a school is responsible for ensuring that this policy is communicated to students and parents at the beginning of each school year.~~
- ~~3.2 — The principal of a school is responsible for ensuring that students and parents are advised that lockers may be subject to random searches at any time to ensure compliance with this policy and that drug sniffing dogs may be used to conduct such searches.~~
- ~~3.3 — A student who is in possession of or under the influence of drugs and/or alcohol while at school or at a school sponsored event will be disciplined.~~
- ~~3.3.1 — A first offence will result in a five day suspension. Conditions for readmission are:~~
- ~~• completion of all assigned school work~~
 - ~~• completion of a substance abuse educative assignment~~
 - ~~• meeting with parents~~
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~~4.1 The district will work in concert with other agencies to endeavour to bring students who have contravened this policy back into a healthy and constructive relationship with their school and the school community.~~

~~4.2 The district will maintain an active registry of organizations willing to assist in helping redirect, support and counsel students with drug and/or alcohol problems.~~

Revised: _____ 85 04 09
_____ 86 10 21
_____ 89 02 07
_____ 90 10 02



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: December 2, 2025
To: Policy Committee
From: Lynn Brown, Manager of Mental Health and Wellness
Subject: Child Protection

Background

Significant updating has occurred as the last edit was in 1998.

Information

The term Child Protection Abuse/Neglect has been updated to Child Protection. This is in line with several other districts in BC.

I eliminated the legislation as it is cited as a reference. The legislation uses the term “Director” to indicate the head of MCFD while school districts use the term “Director” as an excluded employee, which can be confusing.

I included the USMA contact information along with the Central Screening number for MCFD as specific local context.

Annual review of the policy and procedures is included which typically happens in September.

Next Steps

Consult with appropriate partners:
School Admin

520: CHILD PROTECTION NEGLECT AND/OR ABUSE INVESTIGATION PROCEDURES (P)

Approved: 87 11 02

Amended: 98 06 23

Draft: 25 12 02

POLICY

The Board of Education is committed to ensuring the safety, protection, and well-being of all students in its care.

In accordance with the Child, Family and Community Service Act (CFCSA), the Board recognizes its legal and ethical duty to ensure that any concerns regarding possible child abuse or neglect are reported and addressed appropriately.

Under Section 14 of the CFCSA, any person who has reason to believe that a child may need protection is legally required to report that belief promptly to a child welfare worker. This duty applies to all individuals over the age of 19 and cannot be delegated or passed on to another person. Failure to report suspected abuse or neglect is an offence under the Act.

All Board employees and volunteers must follow this legal obligation and the Pacific Rim School District's established procedures for responding to suspected or disclosed cases of child abuse or neglect involving students.

~~The Board of Education recognizes its responsibility to ensure the safety and well-being of all pupils under its control.~~

~~The Protocol requires that any suspected cases of child neglect or abuse (physical, emotional or sexual) by parents, guardians, Board employees or other individuals be dealt with in accordance with applicable legislation and the attached Regulations.~~

~~The appropriate legislation under the Child, Family and Community Services Act is as follows:~~

~~Section 14—Duty to report need for protection~~

~~1.0—A person who has reason to believe that a child~~

- ~~a) has been or is likely to be physically harmed, sexually abused or sexually exploited by a parent or other person or~~**
- ~~b) needs protection under section 13 (1)© to (k) must promptly report the matter to a director or a person designated by a director.~~**

~~2.0—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.~~

~~3.0 — A person who contravenes subsection (1) commits an offense.~~

~~4.0 — A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offense.~~

~~5.0 — No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.~~

~~6.0 — A person who commits an offense under this section is liable to a fine of up to \$10,000 or to imprisonment for up to 6 months, or to both.~~

~~7.0 — The limitation period governing the commencement of a proceeding under the *Offense Act* does not apply to a proceeding relating to an offense under this section.~~

~~Section 96 — Director's Right to Information~~

~~1.0 — A director has the right to any information that~~

- a) ~~is in the custody or control of a public body as defined in the *Freedom of Information and Protection of Privacy Act*, and~~
- b) ~~is necessary to enable the director to exercise his or her powers or perform the duties or functions under this Act.~~

~~2.0 — A public body that has custody or control of information to which a director is entitled under subsection (1) must disclose that information to the director.~~

~~3.0 — This section applies despite any other enactment but is subject to a claim of privilege based on a solicitor-client relationship.~~

~~The standard response is outlined in the BC Handbook for Action on child Abuse and Neglect.~~

~~Investigations in Public Schools and Other Educational Institutions~~

~~If the child abuse or neglect is believed to have occurred in a public school or in another educational institution or during school activities, the investigation is conducted in a coordinated manner through the following activities:~~

- ~~the child protection social worker assesses the report to decide how to respond to it, and commences an investigation if there is reason to believe that a child may need protection;~~
- ~~the police conduct an investigation to determine if a criminal offense may have been committed; and~~

- ~~the superintendent of schools or the senior authority of an educational institution investigates as part of his/her legal responsibilities.~~

~~The superintendent of schools or the senior authority is responsible for coordinating investigations that occur in a public school to:~~

- ~~ensure that the child is safe from harm during the investigations;~~
- ~~assist the investigators in clarifying their respective roles, mandates and responsibilities in responding to the report of abuse or neglect;~~
- ~~ensure that required investigations are not interfered with or compromised by persons under the Superintendent of Schools' authority;~~
- ~~document the results of any investigation performed at the direction of the Superintendent; and~~
- ~~collaborate with other professionals to develop follow-up plans to support the alleged victim and others, both children and staff who may be affected by the~~
- ~~disclosure or investigation (e.g. critical incident debriefing, counseling, referrals, etc.)~~

~~The school superintendent is authorized, under the *School Act*, to investigate reports that a child is not registered with a school or is not receiving an educational program. If the Superintendent has reason to believe that a child needs protection, they must report this matter to a child protection social worker.~~

~~The school principal is responsible for the safety of children while they are attending school and /or participating in school activities. Parents are entitled to be informed of their child's behaviour in school. School staff may contact parents to ensure that they are aware when abusive behaviour between students occurs at school or at an authorized school function.~~

~~The *School Act* provides authority for a school board to dismiss, suspend or otherwise discipline an employee for just and reasonable cause. If a superintendent of schools believes the welfare of students is threatened by the presence of an employee, the superintendent may suspend the employee. The school board has the power to confirm, vary or revoke that suspension. School boards must report to the College of Teachers, without delay, the reason for any teacher's dismissal, suspension or disciplinary action and any resignation in which circumstances are such that it is in the public interest to do so.~~

REGULATIONS

1.0 ~~PROCEDURES TO BE FOLLOWED WHERE CHILD ABUSE BY A SCHOOL DISTRICT EMPLOYEE IS SUPECTED.~~

- 1.1 ~~Any employee who has reasonable grounds for suspecting that a child is being abused by a school district employee shall immediately report the Circumstances to:~~

- i) ~~the local Team Leader, Ministry for Children & Families (MCFD) or in the case of a First Nations child on reserve, Nuuchahnulth Community and Human Services (NCHS) and,~~
 - ii) ~~the Superintendent of Schools, who will advise the reporting employee that the investigation will be handled by MCFD or NCHAS~~
- 1.2 ~~— The Superintendent of Schools will attempt to arrange a meeting between a senior representative of the MCFD/NCHS, the RCMP, and the School District prior to any action in order to develop a plan to include:~~
- i) ~~the extent of immediate School Board action;~~
 - ii) ~~the method of investigation, including mutually acceptable timelines;~~
 - iii) ~~the method of sharing information;~~
 - iv) ~~the involvement of the School District in the investigation;~~
 - v) ~~attempts to ensure that the alleged abuser and the abused (or the parent/guardian of the abused) do not meet during the investigation.~~
- 1.3 ~~— The Superintendent of Schools will cooperate with the MCFD/NCHS and the RCMP in their investigations and keep them informed of any actions taken.~~
- 1.4 ~~— The Superintendent will inform the Board of the allegations, either formally or informally, as circumstances may dictate.~~
- 1.5 ~~— After the investigation of the MCFD/NCHS and the RCMP has been completed, the Superintendent of Schools will investigate any abuse allegations independent of whether the MCF/NCHS or the RCMP are involved in formal criminal charges.~~
- 1.6 ~~— The Superintendent through the course of his/her investigations should:~~
- i) ~~use legal advice early where inexperience in such matters exists;~~
 - ii) ~~be exceedingly thorough during interviewing;~~
 - iii) ~~seek information about other victims and follow-up such information;~~
 - iv) ~~maintain careful notes taken at the time of the investigation.~~
- 1.7 ~~— The Superintendent will, based on his/her investigation and legal advice, recommend appropriate measures to the Board.~~

~~2.0 — DISTINCTION BETWEEN SEXUAL ABUSE AND SEXUAL ASSAULT~~

- 2.1 ~~— Generally, sexual abuse allegations are made against ‘caregivers’ that is against individuals who are described as providing care and/or custody to a child (parents, guardians, teachers, baby sitters, trusted relatives, etc.) Sexual assault allegations are normally made against those who do not provide care for the child (boyfriends, peers, strangers, etc.)~~

~~2.2 — Where a District employee had difficulty in determining whether an action is considered sexual abuse or sexual assault, that employee shall contact MCF for clarification. If in the opinion of MCFD, sexual abuse is indicated, the matter must be dealt with according to the provisions of this policy. If sexual assault is indicated, the employee should take steps to inform the parents of the child either directly or through the child's counselor, or through the administration, or as a final resort, through the police. Future action with regard to sexual assault is ultimately the responsibility of the individual assaulted or the parents/guardians of that individual.~~

Pertinent References

- ~~• Ministry Circular 175~~
- ~~• B.C. Handbook for Action on Child Abuse & Neglect (1998)~~
- Child, Family & Community Service Act (1994)

520 XXXX: CHILD PROTECTION NEGLECT AND/OR ABUSE INVESTIGATION
PROCEDURES (A/P)

Approved: 87 11 02
Amended: 98 06 23
Draft: 25 12 02

POLICY

BACKGROUND

The Board of Education recognizes its responsibility to ensure the safety and well-being of all pupils ~~students~~. under its control. _____

The ~~district Protocol~~ requires that any suspected cases ~~instances~~ of a child in need of protection ~~neglect or abuse~~ (physical, emotional or sexual) by ~~parents, guardians, Board employees or other individuals~~ **any adult** be dealt with in accordance with applicable legislation. ~~and the attached Regulations.~~ _____

PROCEDURE

1. Legal Responsibility

- 1.1. Under Section 14 of the *Child, Family and Community Service Act* (CFCSA), any person who has reason to believe that a child may be in need of protection **must immediately report** that belief to a child welfare worker (Ministry of Children and Family Development or a Delegated Aboriginal Agency, USMA)
- 1.2. This duty applies to all adults, including Board employees, contractors, and volunteers, and **cannot be delegated or transferred** to anyone else.
- 1.3. Failure to report suspected abuse or neglect is an offence under the CFCSA.

2. Situations Requiring a Report

A report must be made when a person has reason to believe that a child:

- Has been, or is likely to be, physically harmed, sexually abused, or sexually exploited.
- Is being emotionally harmed by the parent’s or guardian’s conduct.
- Is being neglected, including failure to provide adequate food, shelter, clothing, medical care, or supervision; or
- Is living in an environment where there is domestic violence or other serious risk to their safety and well-being.

3. Reporting Procedures

- 3.1. **Immediate Reporting:**
Any employee or volunteer who suspects or receives disclosure of child abuse or neglect must contact a child welfare worker directly. Reports are to be made as soon as possible by phoning:
 - 1-800-663-9122, or
 - USMA - Delegated Aboriginal Agency – Monday to Friday 8:30-4:30 250-724-3232.
- 3.2. **Notification Within the District:**
After contacting a child welfare worker, the employee must inform the school principal or supervisor that a report has been made. The principal must ensure appropriate support for the student and maintain confidentiality.

Note: The principal or supervisor is not to investigate the matter or determine whether abuse or neglect has occurred.

3.3. Confidentiality:

All information regarding a report or suspected case of child abuse or neglect is strictly confidential and must only be shared with those directly involved in protecting the child or supporting the reporting process.

4. Documentation

- 4.1. The employee making the report must record the date, time, name of the child welfare worker contacted, a summary of the information provided, and any directions received.
- 4.2. This documentation should be kept in a secure, confidential file separate from the student's regular school record.

5. Cooperation with Child Protection Authorities

- 5.1. School staff must cooperate fully with child protection social workers, police, and other authorized agencies conducting investigations.
- 5.2. Any interviews or requests for student information will be handled in accordance with district procedures and privacy legislation.

6. Training and Awareness

- 6.1. The Superintendent or designate will ensure that all staff members are informed annually of their legal duty to report and are familiar with district procedures.
- 6.2. New employees will receive orientation on this policy and procedures as part of their onboarding process.

7. Support for Students

- 7.1. The principal will ensure that appropriate support services are made available to any student involved in a protection report or investigation, while maintaining confidentiality and minimizing disruption to learning.

~~The appropriate legislation under the Child, Family and Community Services Act is as follows:~~

~~Section 14 – Duty to report need for protection~~

- ~~1.0 — A person who has reason to believe that a child~~
 - ~~a) has been or is likely to be physically harmed, sexually abused or sexually exploited by a parent or other person or~~
 - ~~b) needs protection under section 13 (1)© to (k) must promptly report the matter to a director or a person designated by a director.~~
- ~~2.0 — 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.~~
- ~~3.0 — A person who contravenes subsection (1) commits an offense.~~
- ~~4.0 — A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offense.~~

~~5.0—No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.~~

~~6.0—A person who commits an offense under this section is liable to a fine of up to \$10,000 or to imprisonment for up to 6 months, or to both.~~

~~7.0—The limitation period governing the commencement of a proceeding under the *Offense Act* does not apply to a proceeding relating to an offense under this section.~~

~~Section 96 – Director’s Right to Information~~

~~1.0—A director has the right to any information that~~
~~a) —is in the custody or control of a public body as defined in the *Freedom of Information and Protection of Privacy Act*, and~~
~~b) —is necessary to enable the director to exercise his or her powers or perform the duties or functions under this Act.~~

~~2.0—A public body that has custody or control of information to which a director is entitled under subsection (1) must disclose that information to the director.~~

~~3.0—This section applies despite any other enactment but is subject to a claim of privilege based on a solicitor-client relationship.~~

~~The standard response is outlined in the BC Handbook for Action on child Abuse and Neglect.~~

~~Investigations in Public Schools and Other Educational Institutions~~

~~If the child abuse or neglect is believed to have occurred in a public school or in another educational institution or during school activities, the investigation is conducted in a coordinated manner through the following activities:~~

- ~~• —the child protection social worker assesses the report to decide how to respond to it, and commences an investigation if there is reason to believe that a child may need protection;~~
- ~~• —the police conduct an investigation to determine if a criminal offense may have been committed; and~~
- ~~• —the superintendent of schools or the senior authority of an educational institution investigates as part of his/her legal responsibilities.~~

~~The superintendent of schools or the senior authority is responsible for coordinating investigations that occur in a public school to:~~

- ~~• —ensure that the child is safe from harm during the investigations;~~
- ~~• —assist the investigators in clarifying their respective roles, mandates and responsibilities in responding to the report of abuse or neglect;~~
- ~~• —ensure that required investigations are not interfered with or compromised by persons under the Superintendent of Schools’ authority;~~
- ~~• —document the results of any investigation performed at the direction of the Superintendent; and~~
- ~~• —collaborate with other professionals to develop follow-up plans to support the alleged victim and others, both children and staff who may be affected by the~~
- ~~• —disclosure or investigation (e.g. critical incident debriefing, counseling, referrals, etc.)~~

~~The school superintendent is authorized, under the *School Act*, to investigate reports that a child is not registered with a school or is not receiving an educational program. If the Superintendent has reason to believe that a child needs protection, they must report this matter to a child protection social worker.~~

~~The school principal is responsible for the safety of children while they are attending school and /or participating in school activities. Parents are entitled to be informed of their child's behaviour in school. School staff may contact parents to ensure that they are aware when abusive behaviour between students occurs at school or at an authorized school function.~~

~~The School Act provides authority for a school board to dismiss, suspend or otherwise discipline an employee for just and reasonable cause. If a superintendent of schools believes the welfare of students is threatened by the presence of an employee, the superintendent may suspend the employee. The school board has the power to confirm, vary or revoke that suspension. School boards must report to the College of Teachers, without delay, the reason for any teacher's dismissal, suspension or disciplinary action and any resignation in which circumstances are such that it is in the public interest to do so.~~

REGULATIONS

~~1.0 PROCEDURES TO BE FOLLOWED WHERE CHILD ABUSE BY A SCHOOL DISTRICT EMPLOYEE IS SUPECTED.~~

- ~~1.1 Any employee who has reasonable grounds for suspecting that a child is being abused by a school district employee shall immediately report the Circumstances to:
 - i) the local Team Leader, Ministry for Children & Families (MCFD) or in the case of a First Nations child on reserve, Nuuchahnulth Community and Human Services (NCHS) and,
 - ii) the Superintendent of Schools, who will advise the reporting employee that the investigation will be handled by MCFD or NCHAS~~

- ~~1.2 The Superintendent of Schools will attempt to arrange a meeting between a senior representative of the MCFD/NCHS, the RCMP, and the School District prior to any action in order to develop a plan to include:
 - i) the extent of immediate School Board action;
 - ii) the method of investigation, including mutually acceptable timelines;
 - iii) the method of sharing information;
 - iv) the involvement of the School District in the investigation;
 - v) attempts to ensure that the alleged abuser and the abused (or the parent/guardian of the abused) do not meet during the investigation.~~

- ~~1.3 The Superintendent of Schools will cooperate with the MCFD/NCHS and the RCMP in their investigations and keep them informed of any actions taken.~~

- ~~1.4 The Superintendent will inform the Board of the allegations, either formally or informally, as circumstances may dictate.~~

- ~~1.5 After the investigation of the MCFD/NCHS and the RCMP has been completed, the Superintendent of Schools will investigate any abuse allegations independent of whether the MCF/NCHS or the RCMP are involved in formal criminal charges.~~

- ~~1.6 The Superintendent through the course of his/her investigations should:
 - i) use legal advice early where inexperience in such matters exists;
 - ii) be exceedingly thorough during interviewing;
 - iii) seek information about other victims and follow up such information;
 - iv) maintain careful notes taken at the time of the investigation.~~

- ~~1.7 The Superintendent will, based on his/her investigation and legal advice, recommend appropriate measures to the Board.~~

~~2.0 DISTINCTION BETWEEN SEXUAL ABUSE AND SEXUAL ASSAULT~~

- ~~2.1 Generally, sexual abuse allegations are made against 'caregivers' that is against individuals who are described as providing care and/or custody to a child (parents, guardians, teachers, baby sitters, trusted relatives, etc.) Sexual assault allegations are~~

normally made against those who do not provide care for the child (boyfriends, peers, strangers, etc.)

- ~~2.2~~ Where a District employee had difficulty in determining whether an action is considered sexual abuse or sexual assault, that employee shall contact MCF for clarification. If in the opinion of MCFD, sexual abuse is indicated, the matter must be dealt with according to the provisions of this policy. If sexual assault is indicated, the employee should take steps to inform the parents of the child either directly or through the child's counselor, or through the administration, or as a final resort, through the police. Future action with regard to sexual assault is ultimately the responsibility of the individual assaulted or the parents/guardians of that individual.

Pertinent REFERENCES AND RESOURCES

- ~~• Ministry Circular 175~~
- [The B.C. Handbook for Action on Child Abuse & Neglect: For Service Providers](#) (1998)
- [Child, Family & Community Service Act](#) (1994)
- [Reporting Child Abuse & Neglect | Nuuchahnulth Tribal Council](#)



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: 2-Dec-25
To: Policy Committee
From: Alex Taylor, Director of Operations
Subject: P and AP for Vandalism of School Property
Attachments: {If any}

Background

Old Policy and Admin Procedure required separation.

Information

Policy: Slight rewording of policy statement. Removal of the Admin Procedure

Admin Procedure: Removal of the Policy statement. Add in section about intrusion alarms and responsibilities. Remove some prescriptive disciplinary steps and add in reference to AP for Safe and Caring Schools

Next Steps

Committee recommendations for edits

Approval for adoption

Send out to partner groups for feedback

XXX: VANDALISM TO SCHOOL PROPERTY (AP)

Approved: 86 11 18

Approved: 21 02 11

Draft: 25 12-02

POLICY

The Board must provide healthy, safe and well-maintained facilities to encourage optimal learning environments. The Board recognized that acts of vandalism can deplete the district's resources and make it challenging to uphold the highest standards for instructional spaces.

The Board of Education deplores senseless vandalism to public and school property and will create administrative procedures to prevent vandalism and recoup costs associated with acts of vandalism as per the *School Act* and other legal entities. The Board will seek appropriate restitution for acts of vandalism.

The Board will notify the RCMP of all major vandalism to school facilities and will actively attempt to recover the costs of any willful damage from the individual(s) found responsible.

ADMINISTRATIVE PROCEDURES

1.0 — When vandalism is discovered, the following procedure should be followed:

—— 1.1 — Contact the school principal and/or the Maintenance Supervisor.

—— 1.2 — Contact, or cause to be contacted, the RCMP.

2.0 — If the individual(s) responsible are identified, one of the following alternatives may be used.

2.1 — If students are involved

- i) — letter to parents requesting necessary payment, and/or
- ii) — assignment of service work for the school and/or
- iii) — redress to Small Depts. Court, and/or
- iv) — suspension or dismissal from school.

2.2 — If non-students are involved

- i) — letter requesting payment and/or
- ii) — agreement to perform service work for the school and/or
- iii) — initiation of criminal charges in conjunction with the RCMP

3124: VANDALISM TO SCHOOL PROPERTY (AP)

Approved: 86 11 18

Reviewed: 21 02 11

Draft: 25 12 02

POLICY

~~The Board of Education deplores senseless vandalism to public and school property.~~

~~The Board will notify the RCMP of all major vandalism to school facilities and will actively attempt to recover the costs of any willful damage from the individual(s) found responsible.~~

ADMINISTRATIVE PROCEDURES

- 1.0 School District employees, students and parents must ensure that they comply with school procedures to prevent acts of vandalism.
 - 1.1 All district facilities will be equipped with intrusion systems to deter and communicate intrusion events. The proper use and maintenance of these intrusion systems will greatly prevent instances of vandalism.
 - 1.2 All relevant employees and user groups must be familiar with how to use these intrusion systems to ensure facilities remain secure.
- 2.0 When vandalism is discovered, the following procedure should be followed:
 - 2.1 Contact the school principal and/or the ~~Maintenance Supervisor~~ **Director of Operations**.
 - 2.2 Contact, or cause to be contacted, the RCMP.
- 3.0 If the individual(s) responsible are identified, one of the following alternatives may be used.
 - 3.1 If students are involved
 - i) letter to parents/**guardians** requesting necessary payment, and/or
 - ii) assignment of service work for the school and/or
 - iii) **restorative justice and/or**
 - iv) redress to Small Depts. Court. ~~and/or~~
 - v) ~~suspension or dismissal from school.~~
 - 3.2 If non-students are involved
 - i) letter requesting payment and/or
 - ii) agreement to perform service work for the school and/or
 - iii) initiation of criminal charges in conjunction with the RCMP

RESOURCES

Pacific Rim School District Policy for Vandalism to School Property

Pacific Rim School District Admin Procedure for Safe and Caring Schools

Pacific Rim School District Admin Procedure for Damage to School Property as a Result of Illegal Pupil Activity



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: 2-Dec-25
To: Policy Committee
From: Alex Taylor, Director of Operations
Subject: P and AP for School Bus Transportation for Extracurricular Activities
Attachments: {If any}

Background

Old Policy and Admin Procedure required separation and updating.

Information

Policy: Removal of the Admin Procedure

Admin Procedure: Removal of the Policy statement. With the removal of the policy statement, we added a section for availability of school busses and that transportation through commercial firms are still available.

Removed the portion about driver's time as we now have part time Bus Drivers on West Coast where this statement does not apply.

Removed section 5 as these specific details should not be in the AP and are covered under a different process

Next Steps

Committee recommendations for edits

Approval for adoption

Send out to partner groups for feedback

XXX: SCHOOL BUS TRANSPORTATION FOR EXTRA-CURRICULAR ACTIVITIES (P)

Approved: 87 04 07

Reviewed: 25 12 02

POLICY

The Board of Education supports the use of school buses for extracurricular use and encourages principals to check with the District's transportation department first before booking commercial firms. The most competitive price should continue to determine which mode of transportation is selected.

ADMINISTRATIVE PROCEDURES

1.0 — DEFINITION OF EXTRA-CURRICULAR ACTIVITIES

~~Extra-curricular activities are generally, but not exclusively, those activities which are organized by the staff of a school for students where —~~

~~1.1 — the activity normally takes place outside of regular school hours, and~~

~~1.2 — no credit is earned as a result of participation in the activity for any curricular course, and~~

~~1.3 — where attendance is not mandatory in order to conform to school rules.~~

2.0 — AVAILABILITY OF SCHOOL BUSES

~~2.1 — The Transportation department may schedule out of town trips provided that a spare bus is available for emergency use.~~

3.0 — FEE SCHEDULE

~~3.1 — Trip estimates may be obtained through the Transportation Department upon request.~~

~~3.2 — Drivers' time will be granted at no cost to a school if there is available time during the drivers' regular shift. Additional time will be charged at a prescribed annual rate each year. Any overtime and drivers' expenses incurred due to a schools' activities during curricular or extra-curricular activities shall be paid for by that school.~~

~~3.3 A rate per kilometer to cover the actual operating expense (fuel, oil etc.) shall be charged on all trips.~~

~~3.4 An annual curricular/extra-curricular transportation allowance may be granted to schools.~~

~~4.0 OVERTIME~~

~~4.1 Overtime earned by drivers will generally be taken as time off during those times when buses are not in operation.~~

~~4.2 No lunch period overtime will be charged by drivers if an uninterrupted two-hour period is provided during the trip.~~

~~4.3 On overnight trips, time charged will cease when the bus is parked for the night and will resume at start-up time the following morning.~~

~~4.4 Drivers may start later in the day to allow an eight hour straight time shift.~~

~~5.0 OTHER~~

~~5.1 Ski trips to Mt. Washington only will be eligible provided that ski equipment is not carried in the bus.~~

~~5.2 Trips to Rath Trevor and similar locations should provide two hour free periods for the driver but only if another emergency vehicle is available.~~

XXXX: SCHOOL BUS TRANSPORTATION FOR EXTRA-CURRICULAR ACTIVITIES (AP)

Approved: 87 04 07

Reviewed: 25 12 02

POLICY

~~The Board of Education supports the use of school buses for extracurricular use and encourages principals to check with the District's transportation department first before booking commercial firms. The most competitive price should continue to determine which mode of transportation is selected.~~

ADMINISTRATIVE PROCEDURES

1.0 DEFINITION OF EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are generally, but not exclusively, those activities which are organized by the staff of a school for students where –

- 1.1 the activity normally takes place outside of regular school hours, and
- 1.2 no credit is earned as a result of participation in the activity for any curricular course, and
- 1.3 where attendance is not mandatory in order to conform to school rules.

2.0 AVAILABILITY OF SCHOOL BUSES

- 2.1 School Administrators are to seek extracurricular requests through the District Transportation Department first, as well as through other commercial firms.
- 2.2 School Administrators should determine which service provider to use based on the most competitively priced option.

~~2.1 The Transportation department may schedule out-of-town trips provided that a spare bus is available for emergency use.~~

3.0 ~~FEE SCHEDULE~~ DISTRICT OWNED AND OPERATED BUSSES

- 3.1 Trip estimates may be obtained through the Transportation Department upon request.

- 3.2 ~~Drivers' time will be granted at no cost to a school if there is available time during the drivers' regular shift.~~ Additional time will be charged at a prescribed annual rate each year. Any overtime and drivers' expenses incurred due to a schools' activities during curricular or extra-curricular activities shall be paid for by that school.
- 3.3 A rate per kilometer to cover the actual operating expense (fuel, oil etc.) shall be charged on all trips.
- 3.4 An annual curricular/extra-curricular transportation allowance may be granted to schools.
- 3.5 **The transportation department may schedule out of town trips provided that a spare bus is available for emergency use.**

4.0 OVERTIME

- 4.1 Overtime earned by drivers will generally be taken as time off during those times when buses are not in operation.
- 4.2 No lunch period overtime will be charged by drivers if an uninterrupted two-hour period is provided during the trip.
- 4.3 On overnight trips, time charged will cease when the bus is parked for the night and will resume at start-up time the following morning.
- 4.4 Drivers may start later in the day to allow an eight hour straight time shift.

~~5.0 OTHER~~

- 5.1 ~~Ski trips to Mt. Washington only will be eligible provided that ski equipment is not carried in the bus.~~
- 5.2 ~~Trips to Rathtrevor and similar locations should provide two hour free periods for the driver but only if another emergency vehicle is available.~~

REFERENCES

Pacific Rim School District Policy for School Bus Transportation for Extracurricular Activities

Pacific Rim School District Admin Procedure for the Conveyance of Students

Pacific Rim School District Admin Procedure for Field Trips



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: 2-Dec-25
To: Policy Committee
From: Alex Taylor, Director of Operations
Subject: P and AP for Accident Injury Procedure
Attachments: {If any}

Background

Old Policy and Admin Procedure required separation and updating.

Information

Title: Suggest updating the title to Student Accident Injury Procedure as to not be confused with Employee Accident Injury Procedure

Policy: Removal of the Admin Procedure. Update more inclusive language

Admin Procedure: Removal of the Policy statement. Updating Non-Emergency contact information. Update Admin Procedure with more inclusive language.

Next Steps

Committee recommendations for edits

Approval for adoption

Send out to partner groups for feedback

~~7100~~XXX: STUDENT ACCIDENT/INJURY PROCEDURES (P)

Approved: 90 12 04
Reviewed: 25 12 02

POLICY

The Board of Education recognizes that accidents may occur to ~~children~~ **students** while they are under the care of the District. The board respects the right of the parent **or guardians** to determine medical attention for their children but recognizes that employees may from time to time be required to deal with emergent situations.

In cases where parents **or guardians** cannot be contacted readily and quickly, the Board expects its employees to exercise the degree of care and control as would be expected from a reasonably careful parent of a large family, including the summoning of a doctor or ambulance. The regulations to this policy are provided for the guidance of employees.

ADMINISTRATIVE PROCEDURES

~~1.0~~ POSTING OF EMERGENCY INFORMATION

- ~~1.1~~ The Principal of each school shall ensure that the following telephone numbers are posted in the office and in each classroom as well as

EMERGENCY 911

~~Non-Emergency Numbers:~~

HOSPITAL (PORT ALBERNI)	723-2135
HOSPITAL (TOFINO)	725-4010
OUTPOST HOSPITAL (BAMFIELD)	728-3312
HEALTH UNIT (PORT ALBERNI)	724-1281
LOCAL DOCTORS	Consult yellow pages under PHYSICIANS & SURGEONS

~~2.0~~ CONTACTING PARENTS REGARDING INJURY/ACCIDENT

- ~~2.1~~ Excepting superficial scratches, reasonable efforts should be made to contact parents in the event of their child's injury.
- ~~2.2~~ In the case of head injuries, parents or the family doctor must be notified.

~~3.0 — REPORTING ACCIDENTS TO PRINCIPAL~~

- ~~3.1 — Excepting superficial scratches, all accidents must be reported to the administrative officer in charge at the school.~~

~~4.0 — REPORTING ACCIDENTS TO EMPLOYER~~

- ~~4.1 — All accidents must be reported through the completion of the Incident Report Form available in the school office.~~
- ~~4.2 — The principal shall ensure that the form is completed and forwarded to the Office of the Secretary-Treasurer.~~
- ~~4.3 — All accidents judged as serious and which may lead to medical or legal complications should be reported to the Superintendent of Schools at the earliest convenience.~~

7100: STUDENT ACCIDENT/INJURY PROCEDURES (AP)

Approved: 90 12 04
Draft: 25 12 02

POLICY

~~The Board of Education recognizes that accidents may occur to children while they are under the care of the District. The board respects the right of the parent to determine medical attention for their children but recognizes that employees may from time to time be required to deal with emergent situations.~~

~~In cases where parents cannot be contacted readily and quickly, the Board expects its employees to exercise the degree of care and control as would be expected from a reasonably careful parent of a large family, including the summoning of a doctor or ambulance. The regulations to this policy are provided for the guidance of employees.~~

ADMINISTRATIVE PROCEDURES

1.0 POSTING OF EMERGENCY INFORMATION

- 1.1 The Principal **Administrator** of each school shall ensure that the following telephone numbers are posted in the office and in each classroom. as well as

EMERGENCY 911

Non-Emergency Numbers:

HOSPITAL (PORT ALBERNI)	723-2135 250-731-1370
HOSPITAL (TOFINO)	250-725-4010
OUTPOST HOSPITAL (BAMFIELD)	250-728-3312
HEALTH UNIT (PORT ALBERNI)	724-1281 250-731-1315
LOCAL DOCTORS—Consult yellow pages under PHYSICIANS & SURGEONS	
PROVINCIAL HEALTH INFORMATION	811

2.0 CONTACTING PARENTS/**GUARDAINS** REGARDING INJURY/ACCIDENT

- 2.1 Excepting superficial scratches, reasonable efforts should be made to contact parents/**guardians** in the event of their child's injury.
- 2.2 In the case of head injuries, parents/**guardians** or the family doctor must be notified **called immediately**.

3.0 REPORTING ACCIDENTS TO PRINCIPAL

- 3.1 Excepting superficial scratches, all accidents must be reported to the ~~a~~Administrative ~~e~~Officer in charge at the school.

4.0 REPORTING ACCIDENTS TO EMPLOYER

- 4.1 All accidents must be reported through the completion of the Incident Report Form available in the school office.
- 4.2 The ~~principal~~ Administrator shall ensure that the form is completed and forwarded to the ~~Board~~ Office of ~~attention to~~ the Secretary-Treasurer.
- 4.3 All accidents judged as serious and which may lead to medical or legal complications should be reported to the Superintendent of Schools at the earliest convenience.

RESOURCES

Pacific Rim School District – Student Accident Injury Procedure (P)



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: 2-Dec-25
To: Policy Committee
From: Alex Taylor, Director of Operations
Subject: P and AP for Health and Safety Equipment Lock-out
Attachments: {If any}

Background

Old Policy and Admin Procedure required separation and updating.

Information

Title: Suggest updating the title to Equipment Lock-out as it will be found under Section 700 Health and Safety

Policy: Removal of the Admin Procedure. Update WCB to OHS regulations. Removal of a committee that no longer exists.

Admin Procedure: Removal of the Policy statement. Removal of any discussion around what types of discipline will be received. Removal of any discussion on how an Investigation will be conducted. Both of these are HR processes and should not be found in this procedure.

Next Steps

Committee recommendations for edits

Approval for adoption

Send out to partner groups for feedback

~~XXX: HEALTH & SAFETY: EQUIPMENT LOCK-OUT (P)~~

Approved: 97 02 11
Reviewed: 25 12 02

POLICY

The Board of Education wishes to comply with the **Occupational Health and Safety Workers' Compensation Board** regulations relating to lock-out procedures as it endeavors to provide a safe working environment for all of its employees.

This policy outlines the regulations which determine specific lock-out procedures, and which provide for consequences in the event of non-compliance.

The District's Health and Safety Committee is to ensure that the regulations and procedures established under this policy apply to all operations within the District. ~~This Committee will report to the Board through the Business and Property Committee of the Board.~~

ADMINISTRATIVE PROCEDURES

1.0 — DEFINITION OF TERMS

- 1.1 — ~~"Lock-out." Process of rigidly securing with a lock the control device of machinery or equipment so that the latter ceases to operate and remains inoperative until the lock is removed.~~
- 1.2 — ~~"Control device." A device controlling the flow of power to the machinery or equipment and including, but not limited to, switches, circuit breakers, valves and clutches. In the case of electrical controls, a control device is the switch controlling the flow of current to the branch circuit supplying power to the machinery or equipment. Control buttons are excluded. In some cases, piping must be blanked, and in these cases, the blanks themselves are the control devices.~~
- 1.3 — ~~"Maintenance." Means the work of keeping machinery or equipment in a safe operating condition and includes but is not limited to repairing, adjusting, cleaning, lubricating and the clearing of obstructions to the normal flow of material.~~

2.0 — LOCK-OUT PROCEDURES

- 2.1 — ~~When circumstances require the application of lock-out procedures the control devices shall be secured in the inoperative position by the use of locks. Such locks~~

shall be marked or tagged to identify the person applying them. Written lock-out procedures shall be made available to all workers who are required to work on the machinery or equipment.

~~2.1.1 Each set of locks will have only two keys. One key will be issued with the locks to the employee. The second key will be kept in a secured location controlled by the Maintenance Manager for use with the lock removal procedure only.~~

~~2.1.2 Employees who are not issued locks but require them for a specific job may obtain locks through the foreman in the employee's department. These additional locks will be located in a locked cupboard. The department foreman will be responsible for issuing the locks and checking them off upon return, and responsible also for maintaining a log recording the following:~~

- ~~i.) number of lock sets in cupboard,~~
- ~~ii.) I.D. numbers of lock sets,~~
- ~~iii.) date lock issued and returned,~~
- ~~iv.) job lock is used for,~~
- ~~v.) signature of person receiving the locks.~~

~~2.2 Each employee who works on the machinery or equipment requiring lock-out procedures shall be responsible for the following:~~

~~2.2.2 Notifying the equipment operator of the necessity of stopping the equipment and of locking it out;~~

~~2.2.3 Locking out the equipment if authorized to do so, or obtaining the services of a journeyman tradesperson so authorized;~~

~~2.2.4 Ensuring once lock-out procedures have been applied that the affected machinery or equipment is inoperative; and,~~

~~2.2.5 Removing, or have removed, the lock(s) upon completion of work on the machinery. Locks shall only be removed by the person or persons who installed them, or in emergency, by the Maintenance Manager who shall first make every effort to contact the individual who put the lock on, and who shall then ensure that the machinery or equipment can be operated safely.~~

~~2.3 Where an employee is required to work on equipment already locked out, the employee will add his/her own lock to the one already there. The employee who removes the last lock will ensure that it is safe to re-start the machinery or equipment.~~

~~2.4 Should an employee leave the work site upon shift completion and forget to remove the lock, the Foreman or Maintenance Manager may remove the lock provided these steps have been taken.~~

- ~~2.4.1 Every effort has been made to contact the employee whose lock is on the equipment and who will be recalled on his/her own time to remove it;~~
- ~~2.4.2 The Lock Removal Form is completed by the Foreman or Maintenance Manager; and,~~
- ~~2.4.3 The duplicate key is returned to the locked key cupboard and the lock now removed is returned to the employee prior to his/her next shift.~~
- ~~2.5 When equipment or machinery is isolated by use of an unidentified lock, its removal will be done in the following manner.~~
 - ~~2.5.1 The employee removing the lock makes a visual check of the equipment or machinery.~~
 - ~~2.5.2 A second employee is posted at the equipment to ensure that it is safe;~~
 - ~~2.5.3 The lock is removed using whatever method is necessary;~~
 - ~~2.5.4 The equipment is started up to ensure it will run safely; and,~~
 - ~~2.5.5 The Lock Removal Form is completed and filed in the~~
 - ~~2.5.6 Maintenance Manager's Office.~~
- ~~2.6 HOLD tags are placed on isolated control devices to indicate that the machinery or equipment is defective or that maintenance work is incomplete and the employee is removing his/her personal lock.~~
 - ~~2.6.1 When a HOLD tag is required, one tag is to be put on the control device by a foreman or person from each trade involved with the equipment and each tag must contain information giving the reason why it is required.~~
 - ~~2.6.2 When the repairs have been completed and the equipment is again safe to operate, the employee currently involved will remove both his/her lock and the HOLD tag. Note that the tag initiated by one department or trade, where possible, must be removed by someone from that same department or trade who is familiar with the department, or by a foreman authorized by that department or trade.~~

3.0 CONSEQUENCES FOR NON-COMPLIANCE

- ~~3.1 Lock-out is mandatory. An employee who intends to work on equipment when it is shut down must isolate it and lock out the control devices for that equipment according to the lock-out procedures. (2.2 - 2.3).~~
- ~~3.2 No one may attempt to bypass locked out control devices in order to operate equipment.~~
- ~~3.3 No employee is permitted to remove another employee's lock except in circumstances outlined in the lock removal procedure (2.4 - 2.5)~~

~~Removal of another employee's lock except under Section 2.4 and 2.5 will result in disciplinary action:~~

~~3.3.1 First offense: 3 days suspension without pay for any employee of School District 70; and a three-day suspension from school for students.~~

~~3.3.2 Second offense: Dismissal from employment with School District 70 for any employee and total suspension from school for any student.~~

~~3.4 An employee must not under any circumstances lend his/her locks or keys to another employee, or borrow locks or keys from another employee.~~

~~3.5 Lock-out locks are to be used solely for the purpose of lock-out and not permitted for any other use. Misuse of lock-out locks shall be considered a violation of the Lock-Out Procedure and subject to investigation as outlined in Section 4.0.~~

~~1.0 INVESTIGATION OF LOCK-OUT VIOLATIONS~~

~~A violation of the Lock-Out rules is a serious offense and can be subject to disciplinary action.~~

~~4.1 Apparent failure to follow any of the lock-out rules is subject to an investigation. (See section 6 WorkSafe BC, I.H. & S Regulations.) The procedure for investigating lock-out incidents is as follows:~~

~~4.1.1 The investigation team will minimally include the Manager of the department, the safety department representative, and the District Safety Officer.~~

~~4.1.2 This committee may call any employees required as witnesses.~~

~~4.1.3 The investigation may include a visit to the site with the individuals of the investigation team and any witnesses involved in the incident.~~

~~4.2 The investigation report shall be delivered through the Safety Committee to the Area Manager, who will review the investigation and recommendations. The corrective action is to be initiated as soon as practicable.~~

~~4.3 If disciplinary action arises from the lock-out investigation, disciplinary action shall be carried out in accordance with Administrative Procedure 4010: Progressive Discipline – Culpable Matters.~~

XXXX: ~~HEALTH & SAFETY: EQUIPMENT LOCK-OUT (AP)~~

Approved: 97 02 11
Reviewed: 25 12 02

POLICY

~~The Board of Education wishes to comply with the Workers' Compensation Board regulations relating to lock-out procedures as it endeavors to provide a safe working environment for all of its employees.~~

~~This policy outlines the regulations which determine specific lock-out procedures and which provide for consequences in the event of non-compliance.~~

~~The District's Health and Safety Committee is to ensure that the regulations and procedures established under this policy apply to all operations within the District. This Committee will report to the Board through the Business and Property Committee of the Board.~~

ADMINISTRATIVE PROCEDURES

1.0 DEFINITION OF TERMS

- 1.1 "Lock-out." Process of rigidly securing with a lock the control device of machinery or equipment so that the latter ceases to operate and remains inoperative until the lock is removed.
- 1.2 "Control device." A device controlling the flow of power to the machinery or equipment and including, but not limited to, switches, circuit breakers, valves and clutches. In the case of electrical controls, a control device is the switch controlling the flow of current to the branch circuit supplying power to the machinery or equipment. Control buttons are excluded. In some cases, piping must be blanked, and in these cases, the blanks themselves are the control devices.
- 1.3 "Maintenance." Means the work of keeping machinery or equipment in a safe operating condition and includes but is not limited to repairing, adjusting, cleaning, lubricating and the clearing of obstructions to the normal flow of material.

2.0 LOCK-OUT PROCEDURES

- 2.1 When circumstances require the application of lock-out procedures the control devices shall be secured in the inoperative position by the use of locks. Such locks

Page 1 of 4

shall be marked or tagged to identify the person applying them. Written lock-out procedures shall be made available to all workers who are required to work on the machinery or equipment.

- 2.1.1 Each set of locks will have only two keys. One key will be issued with the locks to the employee. The second key will be kept in a secured location controlled by the Maintenance Manager for use with the lock removal procedure only.
- 2.1.2 Employees who are not issued locks but require them for a specific job may obtain locks through the foreman in the employee's department. These additional locks will be located in a locked cupboard. The department foreman will be responsible for issuing the locks and checking them off upon return, and responsible also for maintaining a log recording the following:
 - i.) number of lock sets in cupboard,
 - ii.) I.D. numbers of lock sets,
 - iii.) date lock issued and returned,
 - iv.) job lock is used for,
 - v.) signature of person receiving the locks.
- 2.2 Each employee who works on the machinery or equipment requiring lock-out procedures shall be responsible for the following:
 - 2.2.2 Notifying the equipment operator of the necessity of stopping the equipment and of locking it out;
 - 2.2.3 Locking out the equipment if authorized to do so, or obtaining the services of a journeyman tradesperson so authorized;
 - 2.2.4 Ensuring once lock-out procedures have been applied that the affected machinery or equipment is inoperative; and,
 - 2.2.5 Removing, or have removed, the lock(s) upon completion of work on the machinery. Locks shall only be removed by the person or persons who installed them, or in emergency, by the Maintenance Manager who shall first make every effort to contact the individual who put the lock on, and who shall then ensure that the machinery or equipment can be operated safely.
- 2.3 Where an employee is required to work on equipment already locked out, the employee will add his/her own lock to the one already there. The employee who removes the last lock will ensure that it is safe to re-start the machinery or equipment.
- 2.4 Should an employee leave the work site upon shift completion and forget to remove the lock, the Foreman or Maintenance Manager may remove the lock provided these steps have been taken.

- 2.4.1 Every effort has been made to contact the employee whose lock is on the equipment and who will be recalled on his/her own time to remove it;
 - 2.4.2 The Lock Removal Form is completed by the Foreman or Maintenance Manager; and,
 - 2.4.3 The duplicate key is returned to the locked key cupboard and the lock now removed is returned to the employee prior to his/her next shift.
- 2.5 When equipment or machinery is isolated by use of an unidentified lock, its removal will be done in the following manner.
 - 2.5.1 The employee removing the lock makes a visual check of the equipment or machinery.
 - 2.5.2 A second employee is posted at the equipment to ensure that it is safe;
 - 2.5.3 The lock is removed using whatever method is necessary;
 - 2.5.4 The equipment is started up to ensure it will run safely; and,
 - 2.5.5 The Lock Removal Form is completed and filed in the
 - 2.5.6 Maintenance Manager's Office.
- 2.6 HOLD tags are placed on isolated control devices to indicate that the machinery or equipment is defective or that maintenance work is incomplete and the employee is removing his/her personal lock.
 - 2.6.1 When a HOLD tag is required, one tag is to be put on the control device by a foreman or person from each trade involved with the equipment and each tag must contain information giving the reason why it is required.
 - 2.6.2 When the repairs have been completed and the equipment is again safe to operate, the employee currently involved will remove both his/her lock and the HOLD tag. Note that the tag initiated by one department or trade, where possible, must be removed by someone from that same department or trade who is familiar with the department, or by a foreman authorized by that department or trade.

3.0 CONSEQUENCES FOR NON-COMPLIANCE

- 3.1 Lock-out is mandatory. An employee who intends to work on equipment when it is shut down must isolate it and lock out the control devices for that equipment according to the lock-out procedures. (2.2 - 2.3).
- 3.2 No one may attempt to bypass locked out control devices in order to operate equipment.
- 3.3 No employee is permitted to remove another employee's lock except in circumstances outlined in the lock removal procedure (2.4 - 2.5)

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1.0 INVESTIGATION OF LOCK-OUT VIOLATIONS

~~A violation of the Lock-Out rules is a serious offense and can be subject to disciplinary action.~~

Apparent failure to follow any of the lock-out rules is subject to an investigation. (See section 6 WorkSafe BC, I.H. & S Regulations.) The procedure for investigating lock-out incidents is as follows:

~~4.1.1 The investigation team will minimally include the Manager of the department, the safety department representative, and the District Safety Officer.~~

~~4.1.2 This committee may call any employees required as witnesses.~~

~~4.1.3 The investigation may include a visit to the site with the individuals of the investigation team and any witnesses involved in the incident.~~

4.2 The investigation report shall be delivered through the Safety Committee to the Area **Department** Manager, who will review the investigation and recommendations. The corrective action is to be initiated as soon as practicable.

4.3 ~~If disciplinary action arises from the lock-out investigation, disciplinary action shall be carried out in accordance with Administrative Procedure 4010: Progressive Discipline – Culpable Matters.~~

REFERENCES

- **WorkSafeBC De-energizing and Lock-out**



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: 2-Dec-25
To: **Policy Committee**
From: Alex Taylor, Director of Operations
Subject: **P and AP for Communicable Disease**
Attachments: {If any}

Background

Old Policy and Admin Procedure required separation and updating.

Information

Policy: Removal of the Admin Procedure. Update wording around compliance with other governing bodies around disease control. Remove last statement which will be covered in Admin Procedure.

Admin Procedure: Removal of the Policy statement.

This Admin Procedure is basically a re-write. The last one that was created in 1988 mainly focused on AIDS. New one is pulling general information and best practices from WorkSafe BC, Centre for Disease Control and the Provincial Health Officer

Next Steps

Committee recommendations for edits

Approval for adoption

Send out to partner groups for feedback

XXX: COMMUNICABLE DISEASES (P)

Approved: 86 02 18
Amended: 88 08 24
Reviewed: 25 12 02

POLICY

The Board of School Trustees has a responsibility to protect, where possible, pupils and employees from the danger of exposure to communicable diseases.

The Board will, pursuant to Section 100 and 107 respectively of the School Act, **adhere to these responsibilities through implementation of Administrative Procedures.** ~~exercise its authority to restrict the attendance of a pupil, or suspend an employee, where the health of the pupil or employee is deemed to endanger the health of the pupils attending the school.~~

~~The Board specifically requests that, wherever possible, employees wear surgical gloves when providing assistance to pupils suffering injury/illness involving blood or body fluids.~~

ADMINISTRATIVE PROCEDURES

1.0 — GENERAL

- 1.1 — ~~The decision as to whether a pupil or employee will be removed from a school setting, or shall be refused admission to a school, shall be based on the recommendation of the School Medical Health Officer.~~
- 1.2 — ~~Typical communicable diseases will be routinely handled in conformance with Sections 100 and 107 of the School Act. Atypical diseases, requiring extraordinary conditions will be dealt with in the Regulations of this policy.~~
- 1.3 — ~~Principals shall ensure that uncontaminated surgical gloves are available in the school office or medical room.~~

2.0 — SPECIFIC DESEASES

2.1 — ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

Reporting Suspected Cases

- i) ~~If a teacher has reason to suspect that a pupil is suffering from AIDS, he shall report the matter to the school principal, who will report the matter to the Superintendent of Schools.~~
- ii) ~~The Superintendent of Schools will request that the School Medical Health Officer, will make or cause to be made, an immediate examination of the health of the student.~~
- iii) ~~Substantiated cases of AIDS will be reported to the Board.~~

2.2 ~~Education Setting for AIDS Pupils~~

2.2.1 ~~Decisions regarding the type of educational setting for an AIDS infected pupil should be based on the history of the pupil's social behavior and the expected type of interaction with others in the school setting.~~

2.2.2 ~~The Superintendent of Schools will convene a meeting of the pupil's parents/guardians, physician, School Medical Health Officer and appropriate public health, School District, and school-based personnel. This group will determine the appropriate educational setting for the pupil based on the following criteria.~~

- i) ~~For most infected pupils, the benefits of an unrestricted setting would outweigh the extremely low risks of transmitting the disease at school.~~
- ii) ~~For very young pupils who lack control of their body secretions or who display behavior such as biting, or those pupils who have uncoverable oozing lesions, a more restrictive environment is advisable. If necessary, when there is no appropriate setting, and only upon the advice of the School Medical Health Officer, educational services will be provided through the District Hospital and Homebound program.~~

2.2.3 ~~Cases of dispute regarding educational setting will be brought to the Board for resolution.~~

2.3 ~~Protection of Employees~~

~~School district personnel providing personal care to an AIDS infected pupil shall be guided by the advice and recommendations of the School Medical Health Officer who shall arrange periodical inspections of such situations.~~

~~2.4—Confidentiality~~

~~Personnel involved in the care and education of AIDS infected pupils shall respect the pupil's right to privacy, including the maintenance of confidential records. The number of personnel who are aware of the child's condition shall be kept at a minimum needed to assure proper care of the pupil and to detect situations where the potential for transmission may increase (i.e. bleeding injury).~~

~~FOR FURTHER INFORMATION, refer to the Ministry of Health publication "AIDS INFORMATION FOR THE WORKPLACE."~~

XXXX: COMMUNICABLE DISEASES (AP)

Approved: 86 02 18
Amended: 88 08 24
Reviewed: 25 12 02

POLICY

The Board of School Trustees has the responsibility to protect, where possible, pupils and employees from the danger of exposure to communicable diseases.

The Board will, pursuant to Section 100 and 107 respectively of the School Act, exercise its authority to restrict the attendance of a pupil, or suspend an employee, where the health of the pupil or employee is deemed to endanger the health of the pupils attending the school.

The Board specifically requests that, wherever possible, employees wear surgical gloves when providing assistance to pupils suffering injury/illness involving blood or body fluids.

ADMINISTRATIVE PROCEDURE:

1.0 — GENERAL

- 1.1 — The decision as to whether a pupil or employee will be removed from a school setting, or shall be refused admission to a school, shall be based on the recommendation of the School Medical Health Officer.
- 1.2 — Typical communicable diseases will be routinely handled in conformance with Sections 100 and 107 of the School Act. Atypical diseases, requiring extraordinary conditions will be dealt with in the Regulations of this policy.
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~~Personnel involved in the care and education of AIDS infected pupils shall respect the pupil's right to privacy, including the maintenance of confidential records. The number of personnel who are aware of the child's condition shall be kept at a minimum needed to assure proper care of the pupil and to detect situations where the potential for transmission may increase (i.e. bleeding injury).~~

~~FOR FURTHER INFORMATION, refer to the Ministry of Health publication "AIDS INFORMATION FOR THE WORKPLACE."~~

KEY PRINCIPLES:

The following principles should be applied to communicable disease prevention and management in schools:

- Aligning communicable disease prevention measures with public health guidance to support student and staff wellness.
- Using an inclusive and trauma-informed lens, with a focus on mental health and wellness.
- Focusing supports to address unique student and staff needs, recognizing the different impacts that communicable diseases may have on individuals and communities.
- Engaging and collaborating with parents/caregivers, staff, unions and community partners to develop local solutions when needed.
- As required by WorkSafeBC, must ensure the health of their workers by ensuring steps are taken to reduce the risk to workers from communicable diseases.
- The Provincial Health Officer or local Medical Health Officers may issue temporary provincial, regional or local recommendations or orders of additional prevention measures during times of increased communicable disease risk.

SUPPORTIVE SCHOOL ENVIRONMENTS:

Schools can be supportive environments for communicable disease prevention by:

- Having staff model personal practices (e.g., hand hygiene, respiratory etiquette), and assist younger students as needed.
- Sharing reliable information, including from the BC Centre for Disease Control, Office of the Provincial Health Officer, and local health authorities and First Nations Health Authority to parents, families and caregivers.
- Promoting personal practices in the school (e.g., posters).

- Ensuring individual choices for personal practices (e.g., choosing to wear a mask or face covering) are supported and treated with respect, recognizing varying personal comfort levels.

VACCINES:

Vaccines are important tools to protect against serious outcomes of many communicable diseases. Students and staff are encouraged to ensure they are up to date on all recommended vaccines for communicable diseases.

OHS REGULATION:

School boards and independent school authorities must follow WorkSafe BC guidance and must provide communication, training, and orientation to ensure the health and safety of their workers. WorkSafe communicable disease prevention guidance is aligned with the guidance provided by BC Centre for Disease Control (BCCDC). Please see their website for specific requirements and additional information.

CLEANING AND DISINFECTION:

Regular cleaning and disinfection can help prevent the spread of communicable diseases. Cleaning of frequently touched surfaces should occur in line with regular practices and when visibly dirty. As part of sustainable communicable disease management, schools are encouraged to maintain and incorporate enhanced cleaning and disinfecting practices, whenever feasible and in consultation with the custodial department.

VENTILATION AND AIR EXCHANGE:

The combination of outdoor air supply and filtration can significantly influence indoor air quality and help prevent the spread of communicable disease. The Operations Department will regularly maintain HVAC systems for proper operation, complying with applicable ASHRAE standards for indoor air quality.

PERSONAL HYGIENE:

Schools should:

- Facilitate regular opportunities for hand hygiene:
 - This can include using portable hand-washing sites and/or alcohol-based hand sanitizer dispensers containing at least 60% alcohol.
- Schools should use commercial hand sanitizer products that have met Health Canada's requirements.
- Ensure hand hygiene supplies are always well stocked including soap, paper towels (or air drier) and where appropriate, alcohol-based hand rub with minimum of 60% alcohol.

- If hands are visibly soiled, alcohol-based hand sanitizer may not be effective at eliminating microbes. Soap and water are preferred when hands are visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.

Parents and staff can teach and reinforce good respiratory etiquette practices among students, including:

- Cough or sneeze into their elbow or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose, or mouth with unwashed hands.
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices

The decision to wear a mask is a personal one, based on individual preference. Some students and staff may choose to continue to wear a non-medical mask or face covering throughout the day or for certain activities. The choice of staff and students to choose whether they practice additional personal prevention measures should be respected. Information on non-medical masks is available from BCCDC.

HEALTH CHECK:

School Administrators should ensure that staff, other adults entering the school, parents, caregivers, and students are aware that they should not come to school if they are sick and unable to participate fully in routine activities. School administrators can support this practice by communicating the importance of not attending school if sick and unable to participate fully in routine activities.

A health check means a person regularly checking to ensure they (or their child) are not experiencing symptoms of illness that would limit their ability to participate fully in regular activities before coming to school to prevent spread of communicable diseases within the school settings. Schools do not need to monitor students or staff for symptoms of illness.

SAFE HANDLING OF BODILY FLUIDS

All staff members must treat any contact with bodily fluids—including blood, vomit, urine, feces, and saliva—as potentially infectious. Disposable gloves should be worn whenever handling bodily fluids, and contaminated materials must be cleaned using approved disinfectants effective against common pathogens. Spills should be contained immediately, cleaned using proper absorbent materials, and disposed of in designated biohazard or sealed waste containers. Staff must wash their hands thoroughly with soap and water after glove removal and after completing any cleanup procedure.

RESOURCES:

- Office of the Provincial Health Officer
- WorkSafeBC Communicable disease prevention (G-P2-21)
- WorkSafeBC Communicable disease prevention: A guide for employers

- WorkSafeBC Communicable disease prevention webpage
- Provincial Communicable Disease Guidelines for K-12 Settings, Province of British Columbia
- ImmunizeBC, Province of British Columbia
- BC Centre for Disease Control



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: 2-Dec-25
To: Policy Committee
From: Alex Taylor
Subject: P and AP for School Grounds Enhancement
Attachments: {If any}

Background

Old Policy and Admin Procedure required separation and updating.

Information

Policy: Removal of the Admin Procedure. Removal of the last three sentences which are more Admin Procedures than Policy Statements.

Admin Procedure: Removal of the Policy statement.

Inclusion of the last three sentence from the policy statement.

Next Steps

Committee recommendations for edits

Approval for adoption

Send out to partner groups for feedback

~~3125~~XXX: SCHOOL GROUNDS ENHANCEMENTS PROJECTS (AP)

Approved: 16 10-11
Draft: 25 12 02

ADMINISTRATIVE PROCEDURES

POLICY

The Board of Education is supportive of school-initiated projects intended to enhance school grounds and/or buildings aesthetics, functionality, and environmental sustainability. School ground enhancement projects should provide increased educational opportunities related to the BC curriculum; encourage greater awareness and understanding of environmental issues; improve school comfort, safety and aesthetics; and contribute to students increased physical activity and general wellbeing. ~~Examples of enhancement projects include, but are not limited to, greening initiatives, school gardens, environmental tributes, play spaces, structures and outdoor learning areas, and other school beautification efforts.~~

~~Projects require approval from the Director of Operations according to a School Grounds Enhancement Plan. This Plan must be submitted to and approved by the Director of Operations prior to any external grant applications and/or fundraising activities, and shall include:~~

~~1.0 — PROJECT VISION & GOAL(S)~~

~~2.0 — SITE PLAN LAYOUT SPECIFICATIONS~~

- ~~2.1 — Site Location and Physical Layout~~
- ~~2.2 — Design principles~~
- ~~2.3 — Environmental considerations — site location, sustainability, materials~~
- ~~2.4 — Security, Accessibility, Safety considerations~~

~~3.0 — PLANTING/STRUCTURE DETAILS~~

- ~~3.1 — Relevant Codes & Standards~~
- ~~3.2 — SD70 recommended materials & products~~

~~4.0 — IMPLEMENTATION PLAN~~

- ~~4.1 — Scope of the work~~
- ~~4.2 — Timelines~~
- ~~4.3 — Personnel~~
 - ~~4.3.1 — SD70 Operations Department~~

- ~~4.3.2 Third-party installation experts~~
- ~~4.3.3 School volunteers~~

~~5.0 MAINTENANCE PLAN~~

- ~~5.1 Short Term maintenance plans~~
 - ~~5.1.1 School year~~
 - ~~5.1.2 Summer~~
 - ~~5.1.3 Harvesting (if applicable)~~
- ~~5.2 Long term maintenance plans~~
 - ~~5.2.1 Care, maintenance, replacement,~~
 - ~~5.2.3 Ongoing adherence to codes and standards~~

~~6.0 REMOVAL/DISPOSAL PLAN~~

~~7.0 FINANCIAL IMPLICATIONS~~

- ~~7.1 Cost of project~~
- ~~7.2 Funding sources~~
 - ~~7.2.1 Financial Donations~~
 - ~~7.2.2 Grants~~
 - ~~7.2.3 In Kind contributions~~

3125: SCHOOL GROUNDS ENHANCEMENTS PROJECTS (AP)

Approved: 16 10-11

Draft: 25 12 02

ADMINISTRATIVE PROCEDURES

The Board of Education is supportive of school-initiated projects intended to enhance school grounds and/or buildings aesthetics, functionality, and environmental sustainability. School ground enhancement projects should provide increased educational opportunities related to the BC curriculum; encourage greater awareness and understanding of environmental issues; improve school comfort, safety and aesthetics; and contribute to students increased physical activity and general wellbeing. Examples of enhancement projects include, but are not limited to, greening initiatives, school gardens, environmental tributes, play spaces, structures and outdoor learning areas, and other school beautification efforts.

Projects require approval from the Director of Operations according to a School Grounds Enhancement Plan. This Plan must be submitted to and approved by the Director of Operations prior to any external grant applications and/or fundraising activities, and shall include:

SCHOOL GROUNDS ENHANCEMENT PLAN GUIDELINES

1.0 PROJECT VISION & GOAL(S)

2.0 SITE PLAN LAYOUT SPECIFICATIONS

- 2.1 Site Location and Physical Layout
- 2.2 Design principles
- 2.3 Environmental considerations – site location, sustainability, materials
- 2.4 Security, Accessibility, Safety considerations

3.0 PLANTING/STRUCTURE DETAILS

- 3.1 Relevant Codes & Standards
- 3.2 SD70 recommended materials & products

4.0 IMPLEMENTATION PLAN

- 4.1 Scope of the work
- 4.2 Timelines
- 4.3 Personnel
 - 4.3.1 SD70 Operations Department
 - 4.3.2 Third-party installation experts
 - 4.3.3 School volunteers

5.0 MAINTENANCE PLAN

- 5. 1 Short Term maintenance plans
 - 5.1.1 School year
 - 5.1.2 Summer
 - 5.1.3 Harvesting (if applicable)
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 - 5.2.1 Care, maintenance, replacement,
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7.0 FINANCIAL IMPLICATIONS

- 7. 1 Cost of project
- 7. 2 Funding sources
 - 7.2.1 Financial Donations
 - 7.2.2 Grants
 - 7.2.3 In-Kind contributions



PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: December 2, 2025
To: Policy Committee
From: James Messenger, Assistant Superintendent
Subject: Updated Administrative Procedure – Field Trips, Off-Site Experiences and Extra-Curricular Trips

Background

Recent updates to the District's Field Trips Policy and Administrative Procedure (AP) have been underway since Spring 2024. The revised Policy XXX: Off-Site Experiences / Field Trips was first brought to the Policy Committee on March 6, 2024 and was adopted by the Board on June 25, 2024.

To support this work, the District has adopted the YouthSafe Outdoors: Safety First! Guidelines for BC School Off-Site Experiences as the foundational resource for planning and implementation of field trips. The new Administrative Procedure 6100 generally aligns with this provincial standard.

This consolidation replaces former APs 6100, 6101, 6102, and 6103, reducing confusion and creating a single, consistent reference.

Development and Consultation

A phased approach to implementation was selected to provide sufficient time for training, consultation, and iterative review. This included YouthSafe Outdoors training for principals and teacher-leaders, along with ongoing opportunities for feedback from school staff.

A working group meeting on October 29, 2024 examined several key topics requiring clarification or alignment with best practice, including:

- Waivers vs. informed consent
- Determining which trips require Superintendent approval
- Definitions of outdoor education, land-based learning, and higher-care activities
- Aquatic activity guidance for pools, beaches, and survival-swim testing
- Gender representation guidelines for overnight trips
- Guidelines for community coaches
- Parent release procedures and required forms

The revised name of the Administrative Procedure also reflects learning from the past two years of consultation. Staff consistently referred to all off-site experiences as “field trips,” but also emphasized the need for terminology that clearly encompasses the full range of off-site, outdoor, and land-based learning experiences. The updated title balances both clarity and familiarity, ensuring staff understand that the procedure applies to *all* off-site experiences—not only traditional field trips.

A significant portion of the development and consultation process was informed by the practical experiences of Principal Maher, who has been actively supporting staff in planning increasingly complex and higher-care Land-Based Learning activities. Using YouthSafe Outdoors resources, he has spent considerable time assisting teachers with interpreting expectations, conducting risk assessments, and implementing safe and developmentally appropriate practices.

Through this hands-on support, a clear theme emerged: staff require more detailed, practical, and step-by-step guidance. Teachers consistently noted that general or high-level guidelines were not adequate given the range of activities, environments, and risk levels involved.

In response, the draft Administrative Procedure has been designed to provide:

- More explicit and clearly sequenced processes,
- Well-defined expectations for each stage of planning and approval, and
- Comprehensive templates and forms to support staff decision-making and ensure consistent, safe practices across schools.

Educator in Charge Terminology

The term Educator-in-Charge was selected as an inclusive designation for the Pacific Rim School District staff member responsible for planning, coordinating, and supervising off-site learning experiences. This includes teachers, administrators, education assistants, youth care workers, mental health workers, and other qualified personnel.

It is essential that the Educator-in-Charge is an employee. District staff are trained, oriented, and familiar with SD70 policies, procedures, health and safety requirements, and risk management practices. Their training and accountability ensure that field trips are conducted safely and ethically, while reducing liability to the District. It is important to note that being a staff person is not the only requirement. Principals must determine that they are experienced and suitable to lead the activity.

Key Features of the Updated Administrative Procedure

- A consolidated framework that applies to all off-site, outdoor, curricular, and extra-curricular activities.
- A five-category risk structure with clear planning and approval requirements.
- Strengthened risk management expectations using YouthSafe Outdoors tools.
- Detailed supervision guidelines including ratios, Rule of Two, and gender representation.
- Clear consent standards aligned with the Electronic Transactions Act.
- Updated aquatic and ski/snowboard safety expectations.
- Alignment with School Act, Conveyance of Students, and related APs.

Areas Where Pacific Rim School District Has Intentionally Varied from YouthSafe Outdoors and Some Districts Engagement and Use

While the Administrative Procedure is strongly aligned with YouthSafe Outdoors, several working group discussions identified areas where adjustments were deemed appropriate for the Pacific Rim School District context. These variations reflect operational realities, staff feedback, and a desire to support safe and practical implementation.

1. Superintendent Approval Requirements

YouthSafe Outdoors and several districts require Superintendent approval for all overnight trips or trips outside immediate geographic region (eg. all trips off-Island). After review, we determined this was unnecessarily restrictive for low-risk overnight field trips. The updated AP maintains Superintendent approval for higher-care, out-of-province, and international travel, but not for routine, low-risk overnight activities. We instead recommend a process where Principals confirm that the administrative procedure has been followed, all required safety elements are in place and notifies the Superintendent of such trips.

2. Use of Informed Consent Rather Than Limited Waivers

The drafted Administrative Procedure recommends that the District not use limited waivers. While practices vary across BC—with some districts using limited waivers and others relying on detailed acknowledgment-of-risk and consent forms—Pacific Rim’s rationale is grounded in the following:

- Waivers for minors are not legally enforceable and cannot remove a child’s right to seek compensation.
- Where waivers may be enforceable, they typically require signatures from both custodial parents, creating unnecessary barriers for families and complicating the consent process.
- YouthSafe Outdoors notes that a few districts use a “very limited waiver” for certain higher-care extracurricular activities. These forms do not remove a student’s right to seek compensation for injuries caused by negligence; they only limit parents’/guardians’ rights to recover secondary losses (e.g., lost income while caring for an injured child). YouthSafe Outdoors further emphasizes that school boards are not required to use such forms and must refer to local board policy.

Although limited waivers may reduce some parent/guardian-related liability, they do not reduce the District’s or school’s primary liability related to harm experienced by a student. For this reason, it is recommended that the District rely on comprehensive risk-acknowledgment and informed-consent documentation rather than waiver forms. This approach reflects best practice, provides clearer communication to families, and avoids inequities or misunderstandings about legal rights.

Items Requiring Further Consultation

- Final insurer review regarding limited waivers and additional insurance for out-of-province (in Canada) travel.
- Review of restricted and prohibited activities to ensure provincial and insurer alignment.

Implementation Considerations

The updated AP is significantly more comprehensive than previous versions and may require additional formatting refinement. Successful implementation will rely on continued training, clear communication, and ongoing access to YouthSafe Outdoors resources.

Appendices

- Policy XXX – Off-Site Experiences / Field Trips
- Administrative Procedure 6100 – Field Trips, Off-Site Experiences and Extra-Curricular Trips (A/P)
- Strikethrough AP6100
- Strikethrough AP6101
- Strikethrough AP 6102
- Strikethrough AP6103
- Field Trip Form Templates (internal access)
 - o Low-Risk Proposal Form (Form 6100-1)
 - o Checklist for Low-Risk Activities Form (Form 6100-2)
 - o Parent-Guardian Consent and Acknowledgement of Risk for Local Low Risk Activities Form (Form 6100-3)
 - o Annual Parent/Guardian Informed Consent for Local Community Activities (Form 6100-4)
 - o Proposal for Higher Care Field Trips Outdoor Pursuit/Aquatic Activities/Travel Excursions (Form 6100-5)
 - o Checklist for Higher Care Off-Site Activities (Form 6100-6)
 - o Detailed Trip Plan (Form 6100-7)
 - o Risk Management Plan (Form 6100-8)
 - o Itinerary Card (Form 6100-9)
 - o Parent/Guardian Consent, Acknowledgement of Risk for Higher Care Activities/Travel Excursions (Form 6100-10)
 - o Student Health/Medical Form for Higher Care Off-Site Activities/Travel Excursions (Form 6100 - 11)
 - o Volunteer Screening (Form 6100-12)
 - o Volunteer Health/Medical Form for Higher Care Off-Site Activities/Travel Excursions (Form 6100-13)
 - o Passenger List (Form 6100-14)
 - o Volunteer Application for Higher Care Off-Site Activities/Travel Excursions (Form 6100-15)
 - o Volunteer Consent and Acknowledgement of Risk for Higher Care Off-Site Activities/Travel Excursions (Form 6100-16)
 - o Medication Administration Parent/Guardian Request (Form 6100-17)
 - o Master Agreement and Mutual Indemnification (Form 6100-18)
 - o Notification of Severe Allergies (Form 6100-19)
 - o Medication Administration Log (Form 6100-20)
 - o First Aid Log (Form 6100-21)
 - o Incident Report for Local Low Risk Off-Site Activities (Form 6100-22)
 - o Incident Report for Higher Care Off-Site Activities/Travel Excursions (Form 6100-23)



~~XXX: Off-site Experience / Field Trip(P)~~

XXX: Field Trips, Off-Site Experiences and Extracurricular Trips (P)

Approved: 84 10 16
Amended: 18 03 03
Amended: 24 03 07
Amended: 25 12 02

POLICY

Pacific Rim School District ~~understands~~ recognizes the educational value of curricular and extra-curricular **Field Trips**, Off-site Experiences and **Outdoor Experiences** ~~Field Trips~~ that ~~supplement~~ **enrich and extend** educational programs for students.

For the purposes of this Administrative Procedure, all curricular and extra-curricular Off-site Experiences, Outdoor Learning Activities, and Field Studies conducted away from the school site will be referred to collectively as “field trips,” recognizing that schools, educators, and community members may use different terminology for these experiences.

Effective learning experiences often result from firsthand observation of, or participation in events or activities that occur out in the community away from the school. The Board believes it is of paramount importance that ~~Off-Site Experiences~~ **Field Trips** are selected, planned, organized, and conducted in the context of:

- o The activity is affordable, accessible and offers clear benefits to students while being relevant to curriculum and integral to the educational process.
- o The activity is appropriate and effective for student’s educational program and curriculum.
- o Adult supervising staff having the requisite skills and experience to provide safe and appropriate Field Trip experiences.
- o Safety and security of all participants is the first priority (e.g. students, staff, volunteers and the School District)
- o The Activity has been reviewed for risk assessment, ability to mitigate risk and overall management of off-site activities.

Students participating in **Field Trips** and Off-site Experiences will behave in accordance with the School and District Codes of Conduct and any special directions required to maintain proper structure and safety pertaining to the activity as determined by the Principal, trip supervisor, and site managers.

YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences can be found on the Pacific Rim School District staff portal under Off-site & Field Trips.

~~(We want to acknowledge that this policy was created with guidance from the qathet School District (SD47))~~

RELATED POLICIES AND ADMINISTRATIVE PROCEDURES (AP) AND REFERENCES:



- Sections 17, 20, 22, 65, 75, 85 School Act
- Electronic Transactions Act
- Policy 320 Conveyance of Students
- Policy XXX: Administration of Medication and Student Health Support
- Policy XXX: Anaphylaxis
- AP XXXX Conveyance of Students
- AP 3110 School Volunteers
- AP 3200 School Bus Transportation for Extra-Curricular Activities
- AP XXXX Administration of Medication and Student Health Support
- AP XXXX: Anaphylaxis
- YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences
- Vancouver School Board Administrative Procedure 260
- qathet School District Administrative Procedure 260



6100: Field Trips, Off-Site Experiences and Extra-Curricular Trips (A/P)

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Table of Contents

BACKGROUND	2
ADMINISTRATIVE PROCEDURE 6100	3
PROCEDURE.....	3
1.0 GENERAL SAFETY GUIDELINES	3
2.0 ROLES AND RESPONSIBILITIES	3
3.0 PROCEDURE FOR APPROVAL: LOW RISK AND HIGHER CARE TRIPS	7
4.0 GUIDELINES FOR FIELD TRIP SUPERVISION	13
5.0 SPECIFIC SUPERVISION GUIDELINES FOR HIGHER CARE FIELD TRIPS (CATEGORY 3 AND ABOVE).....	15
6.0 ACCEPTABLE CONSENT METHODS.....	16
7.0 STAFF RESPONSIBILITIES FOR CONSENT.....	17
8.0 MEDICAL CONSENT	17
9.0 WAIVERS	18
10.0 STUDENT ACCESSIBILITY, INCLUSION, AND EXCLUSION	19
11.0 TRANSPORTATION	19
12.0 FINANCES	19
13.0 SAFETY EQUIPMENT	20
14.0 SAFETY REGULATIONS FOR SWIMMING ACTIVITIES.....	20
15.0 SAFETY PROTOCOLS FOR SKIING AND SNOWBOARDING ACTIVITIES.....	23
FORMS AND DOCUMENTATION	24
RELATED POLICIES AND ADMINISTRATIVE PROCEDURES (AP) AND REFERENCES:.....	24
APPENDICES:	25



BACKGROUND

Pacific Rim School District recognizes the educational value of curricular and extra-curricular Field Trips, Off-site Experiences, and Outdoor Experiences that enrich and extend educational programs.

For the purposes of this Administrative Procedure, all curricular and extra-curricular Off-site Experiences, Outdoor Learning Activities, and Field Studies conducted away from the school site will be referred to collectively as “field trips,” recognizing that schools, educators, and community members may use different terminology for these experiences.

Effective learning experiences often result from firsthand observation of, or participation in events or activities that occur in the community away from the school. The Board believes it is of paramount importance that Field Trips are selected, planned, organized, and conducted in the context of:

- o The activity is affordable, accessible and offers clear benefits to students while being relevant to curriculum and integral to the educational process.
- o The activity is appropriate and effective for student’s educational program and curriculum.
- o Adult supervising staff having the requisite skills and experience to provide safe and appropriate Field Trip experiences.
- o Safety and security of all participants is the first priority (e.g. students, staff, volunteers, and the School District)
- o The activity has been reviewed for risk assessment, ability to mitigate risk and overall management of off-site activities.

Students participating in Field Trips and Off-site Experiences will behave in accordance with the School and District Codes of Conduct and any special directions required to maintain proper structure and safety pertaining to the activity as determined by the principal, trip supervisor, and site managers.

YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences can be found on the Pacific Rim School District staff portal under Off-site Field Trips.



ADMINISTRATIVE PROCEDURE 6100

The following provides procedural guidelines regarding Field Trips While this Administrative Procedure outlines the planning requirements and process to obtain approval for various types of Field Trips it does not include the knowledge required to do so safely and competently. As such, in cases where more specific information or resources are required, they can be found in the **YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences** and other relevant resources specific to the activity.

PROCEDURE

1.0 GENERAL SAFETY GUIDELINES

- 1.1** Well defined procedures are necessary to minimize the potential of serious harm to the health and safety of students and teachers.
- 1.2** Prior to submitting the Field Trip Proposal to the principal, educators in charge must review and follow the appropriate Administrative Procedures, Youth Safe Outdoors Resources and Field Trip Checklists associated with the type of trip they plan on leading.
- 1.3** All field trip activities must have the approval of the school principal. Changes to the approved field trip activity must have the approval of the principal.
- 1.4** All field trips must have an active parent/guardian risk acknowledgement and consent for students to participate.
- 1.5** Extra medical insurance is mandatory for students when participating in school district **activities outside BC** or Canada, no matter the length of the activity.

2.0 ROLES AND RESPONSIBILITIES

2.1 Parent Responsibility

Parents are responsible to determine whether their child may participate in a field trip. To provide informed consent, comprehensive activity information that clearly describes the educational benefits and safety risks must be communicated to parents.

2.2 Student Responsibility

Students participating in field trips are under the same care and guidance of the principal and/or teaching staff when on school field trips as when they are in school. Therefore, students are expected to cooperate with all supervisors and comply with the school rules, expectations, and consequences for behaviour (Student Code of Conduct). For certain trips it will be



mandatory for students to fulfill all the preparatory requirements and administrative procedures.

2.3 Educator in Charge Responsibility

2.3.1 Relevance: Students should participate in field trips that further the goals of the school, class curriculum or approved school programs. Trips should have a clear educational or developmental purpose, and whenever possible, be scheduled to minimize disruption to students' regular instructional program.

2.3.2 Compliance: Ensure that all field trips comply with district policies, administrative procedures, health and safety standards, and any applicable legislation. Educators in charge must ensure each trip is properly planned, authorized, and organized in accordance with the requirements outlined here and in **YouthSafe Outdoors – Safety First! Guidelines**.

2.3.3 Administrative Approvals: Field trips are an extension or enrichment of the prescribed curriculum and therefore, require the educator in charge to complete all appropriate forms and receive approval as specified. They must review and follow the appropriate activity guidelines and complete the associated Field Trip Proposals and Checklists for the type of trip being planned.

2.3.3.1 Early notification and effective communication by the educator in charge with administration, teachers, and parents in obtaining consent is essential.

2.3.3.2 The required approvals must be in place before commencing communications with parents/guardians or fundraising activities for the trip.

2.3.3.3 Health Canada Travel Advisory information will be considered whenever travel is out of the province and/or country.

2.3.3.4 An itinerary and other documents like bus lists and trip plans must be available in the school office for all overnight trips, including contact information in the event of an emergency.

2.3.3.5 Ensure detailed contact and trip information is left with the principal and communicated to parents.

2.3.4 Scheduling: Tentative scheduling of field trips must be discussed and planned with the school principal and planned to avoid certain key times during the year. Dates that are not advised could be related to scheduled district wide activities, specific school calendar events, students final and provincial exams, term, or semester end unit projects, etc.

2.3.5 Risk Management: The safety, security, supervision, and well-being of students must be the prime consideration when planning an excursion. Acting as a prudent parent, take whatever



precautions are necessary to ensure the proper conduct, appropriate behavior, and safety of students. Prior to submitting the **Field Trip Proposal** to the principal, teachers must review the relevant **Field Trip Checklist** and activity specific guidelines for the type of trip they are planning.

In each case the educator in charge will:

2.3.5.1 Identify all potential risks as well as foreseeable risks of injury associated with participating in a particular activity during the trip and develop a written safety plan to mitigate each risk to the greatest extent possible. Safety plans are outlined on the consent forms and for higher care trips, a **Risk Management Plan (Form 6100-8)** is also required.

2.3.5.2 Ensure that all low-risk and higher-care field trips are supervised by enough qualified and experienced individuals who hold current first aid certification or demonstrate equivalent experience appropriate to the activity.

2.3.5.3 Confirm any attending volunteers have been properly screened and undergone a criminal record check in accordance with the **Administrative Procedure 3110 – School Volunteers**

2.3.5.4 Store all field trip documents related to the approval, planning, and communication and written informed consent at the originating school to be retained on file for 3 years as per our Records and Retention Policy and Administrative Procedure.

2.4 Field Trip Supervisor Responsibility

Supervisors (teachers, volunteers, and contracted instructors) are responsible for providing 24-hour supervision as a prudent parent would, serving as positive role models, and conducting themselves in a manner that reflects the values and expectations of the district. No alcohol or non-prescription drugs may be consumed while supervising students or prior to assuming supervisory duties, as supervisors must remain capable of sound judgment in the event of an emergency. This expectation applies in all settings, including international travel where cultural norms may differ.

2.5 School Administrator Responsibility

The principal or designated administrator is responsible for the final approval of a field trip. For all field trip proposals, the school principal will review the Field Trip Proposal and ensure it is appropriately planned, authorized, organized, and supervised. On occasion it may be necessary for school administrators to conduct a risk assessment and consider the ability of the teachers, volunteers, and service providers, if applicable, to plan for and execute the safety plan prior to approving the field trip proposal.



2.5.1 Higher care field trips (Category 3 or higher) the principal or designated administrator is responsible for ensuring the field trip proposal documents are prepared and the proposal is evaluated, recommended, and submitted to the Superintendent *or Designate* for preliminary review and approval, prior to proceeding with planning, travel, and scheduling arrangements, or initiating fundraising. Additionally, for all out-of-country trips, the principal will sign the permission for trip departure within seven (7) days of departure, after consideration of government-issued travel advisories for the destination.

2.5.2 Field trips may be deemed to be inappropriate by the principal. Inappropriate field trips are characterized as those involving:

2.5.2.1 Activities that have significant risk for serious injury (activities on the “prohibited” list).

2.5.2.2 Dangers that cannot be overlooked regardless of the attention to risk planning and mitigation (such as supervision ratios, equipment, instruction and supervisors/instructors experience and training)

2.5.2.3 Not age or developmentally appropriate for students, individually or as a group

2.5.2.4 Involve travel time that is excessive for the age of the children

2.5.2.5 Involve excessive absence from the school for both students and staff

2.5.2.6 Incur inordinate expense

2.5.2.7 Include travel to areas where Foreign Affairs Canada has published a travel advisory

2.5.2.8 A failure to comply with board policies, administrative procedures, or applicable legislation.

2.5.3 When considering approval of field trips, administrators cannot justify activity choice and trip selection based upon a history of success. Ongoing reassessment, particularly of programs that have been in place for several years, is necessary when it comes to safety. Past program decisions should not drive current program planning.

2.5.4 All field trip documents related to approval, planning, communication, and written informed consent must be stored at the originating school and retained on file. School principals are responsible for keeping the superintendent’s office informed of all student trips by submitting field trip information on a regular basis, in accordance with district expectations for oversight and approval.



3.0 PROCEDURE FOR APPROVAL: LOW RISK AND HIGHER CARE TRIPS

3.1 Preliminary Approval: Educators in charge will obtain the preliminary approval of the principal of field trips and off-site experiences before communication with parents and students, before making commitments with service providers, and before commencing fundraising.

3.2 Educational Rationale: Educators in charge will submit an educational rationale for the principal's approval that explicitly describes how the experience is expected to provide significant educational value related to the school program and curriculum.

3.3 School-wide Impact: Before approving an activity, the principal must consider the school-wide effect arising from the absence of educators in charge and students, and the financial impact of fundraising on the total school community.

3.4 Policy/Procedure Adherence: The educator in charge must plan the field study in full compliance with all relevant board policies, administrative procedures, and the **YouthSafe Outdoors – Safety First! Guidelines** available on the staff portal. Before approving the field study, the principal will confirm that the educator in charge has planned the excursion in accordance with all applicable policies, procedures, and required safety guidelines.



Category 1: Same Day Low Risk Activities	
Definition:	These same day trips consist of standard educational, recreational, extra-curricular activities (i.e. most school athletic teams) in Pacific Rim and do NOT involve high-risk activities or overnight stays and the nature of the activities are considered lower in risk.
Examples	Include, but are not limited to: community visits to the local fire hall, police station etc., travelling to local destinations such as other schools, museums, libraries, fish hatcheries, historical sites, musical/drama events, neighborhood walks, parks, community farms, pumpkin patch, on-going activities such as walks on local trails, school team and sporting events, ice-skating rinks and swimming in supervised pools with certified lifeguards e.g. Echo Center, Multiplex, etc. Note: <i>Low-Risk Day Field Trips include trips where students return to the school within the same school day. If activities are extra-curricular in nature (i.e. athletic teams).</i>
Approval Process	For initial approval, Educator-in-Charge must complete and submit the following forms to the principal for approval at least one (1) week prior to trip: ● Low-Risk Proposal Form (Form 6100-1) ● Following the initial approval, the Educator-in-Charge must follow the Field Trip Checklist for Low-Risk Day Trips (Form 6100-2) and have it signed off by the principal 48 hours prior to departure. ● Parent / Guardian Acknowledgement of Risk (Form 6100-3) or Annual Consent Form (Form 6100-4). This must be completed for all low-risk Field Trips. NOTE: An Annual Low-Risk Blanket Form (Form 6100-4) may be used by a classroom teacher for several very low risk activities of similar nature (for example regular trips to Museum or Glenwood) and by an Educator-in-Charge for several sport team-related activities of a like nature (for example, volleyball games, band concerts, farm trips). ● Please note that for important, emergent trips the principal has the discretion to sign off with less notification. (eg. qualification for Island Championships)



Categories 2-5: HIGHER CARE FIELD TRIPS	
Definition:	These pertain to any trip, which includes a higher level of consideration and care. The nature of these trips, regardless of their duration, entails a moderate to high level of risk that is higher than activities in which students are normally engaged in at school. Many of the activities in this designation are included but not limited to the Restricted Field Trip Activities List (Appendix A – Table 1).
General Planning Considerations for All HIGHER CARE Trips: As part of the planning for high-risk activities, the principal and Educator-in-Charge will: Be encouraged to access Youth Safe Outdoors <i>Safety First!</i> Guidelines for BC School Off-site Experiences. ✓ Determine age appropriateness of the activity. ✓ Determine skill level needed to participate in the activity. ✓ Identify and assess students' potential exposure to injury. ✓ Weigh the risks against the educational value. ✓ Select and implement appropriate strategies to reduce or remove the risk of harm. ✓ Ensure that planning documents (Emergency Response Plans) are current, and all stakeholders are engaged in the event that the plan needs activation. ✓ Ensure that consent forms include specific risks and potential injuries associated with the activity or trip. ✓ For high-risk activities Category 3 and up, in addition to the written signed Parent/Guardian Risk Acknowledgement and Consent (Form 6100-10) a pre-trip briefing meeting usually must be held with parents and students. While the format for the meeting may vary, the purpose of the pre-trip briefing meeting is to ensure parents and students have all the appropriate information with respect to the trip that parents know and accept the level of risks involved in the activity and that the school and district code of conduct prevails. ✓ The Educator-in-charge must have the training, knowledge, and recent field experience appropriate for leading the trip and must have visited the location of the off-site activity prior to the trip and be familiar with the seasonal conditions at the time of the trip. ✓ Identify any specialized resources needed. These resources may include safety equipment; first aid kits and communications devices; qualified District approved service providers; instructors; and/or guides familiar with the area. ✓ The volunteers and supervisors selected must be appropriate for the activity and must be provided with direction as to the requirements of the trip and their responsibilities before the departure of the off-site activity whether it be one day or several. ✓ Students must wear appropriate clothing and safety equipment recommended for the activity.	
Category 2: Overnight Field Trips and Off-Site Experiences with Low-Risk Activities	
Definition:	These may last for one or more days and take place within the province of British Columbia. The risk of the activities involved is the same as Low-Risk Day Trips just with overnight component.



Examples:	Include but are not limited to: students travelling out of Pacific Rim (but staying in British Columbia) for extracurricular team sports, cultural or any other sanctioned educational purpose where an overnight stay is required. E.g, Sports team trips, Science World, most band trips.
Approval Process:	• Submit Proposal for Higher Care Field Trip Form (Form 6100-5) to principal. at least two (2) weeks prior to the excursion date. • Inform parents of all safety plans and trip details and information. (Itinerary, financial planning, sleeping arrangements, hazards, inherent risks, and safety plan) either by pre-trip parent briefing information meeting(s) or other means of communication. • Following the initial approval from the office of the School Principal, the Educator-in-charge must follow the Checklist for Higher Care Field Trips (Form 6100-6) and have it signed off by the School Principal <u>one week</u> prior to departure. • Forms to be completed include Detailed Trip Plan (Form 6100-7), Risk Management Plan (Form 6100-8), Itinerary Card (Form 6100-9), Parent/Guardian Risk Acknowledgement and Consent (Form 6100-10), Student Health/Medical Form for Higher Care (Form 6100-11), Passenger List (Form 6100-14) and could include Volunteer Forms (Form 6100-12, Form 6100-13, Form 6100-15, Form 6100-16) as required. • Requires Principal approval. • Principal is to provide notification to the Superintendent and any records or documentation upon request.
Category 3: Higher Care Activities and Outdoor Pursuits	
Definition:	These activities involve outdoor or off-site educational experiences that may last up to a full day or extend over two or more days, and that present a level of risk higher than typical school-based activities. These experiences generally include: Outdoor School Programs: Field studies in which the outdoor environment serves as the primary learning space (e.g., Land Based Learning programs, Outdoor Education programs, certain Physical Education activities). Outdoor Pursuits: Activities involving self-propelled travel on land, water, snow, or ice (e.g., hiking, kayaking, skiing). Some outdoor pursuits involve higher levels of risk—such as skiing or extended wilderness travel—and therefore require enhanced awareness, planning, instruction, and leadership. Important: Not all hiking is considered Higher Care. A hike's risk is classified based on factors such as terrain, remoteness, duration, and proximity to emergency services—not the activity itself. Educators should refer to the YouthSafe Outdoors Guidelines when determining the appropriate level of care.



	Outdoor pursuits do not include local ice-surface activities such as skating, hockey, or curling.
Examples:	Include, but are not limited to: Outdoor Education and some Physical Education Activities. Outdoor pursuits such as hiking (when conditions elevate risk), surfing, orienteering, outdoor rock climbing, horseback riding, cycling, mountain biking, boat trip, canoeing, kayaking, paddle boarding, sailing, natural outdoor ice-skating, skiing, snowboarding, snow shoeing, swimming in natural settings, etc.
Approval Process:	• Submit Proposal for Higher Care Field Trip Form (Form 6100-5) to principal. at least two (2) weeks prior to the excursion date. • Inform parents of all safety plans and trip details and information. (Itinerary, financial planning, sleeping arrangements, hazards, inherent risks, and safety plan) either by pre-trip parent briefing information meeting(s) or other means of communication. • Following the initial approval from the office of the School Principal the Educator-in-charge must follow the Checklist for Higher Care Field Trips (Form 6100-6) and have it signed off by the School Principal <u>one week</u> prior to departure. • Forms to be completed include Detailed Trip Plan (Form 6100-7), Risk Management Plan (Form 6100-8), Itinerary Card (Form 6100-9), Parent/Guardian Risk Acknowledgement and Consent (Form 6100-10), Student Health/Medical Form for Higher Care (Form 6100-11), Passenger List (Form 6100-14) and could include Volunteer Forms (Form 6100-12, Form 6100-13, Form 6100-15, Form 6100-16) as required. • Category 3 Field Trips require Principal and Superintendent approval.
Category 4: Out of Province Remaining in Canada	
Definition:	These off-site experiences involve travel outside of British Columbia but remaining within Canada. They may involve a variety of activities. Parents need to be properly informed and consent to the nature of all activities.
Examples:	Any of the above-mentioned activities but with travel outside of British Columbia but within Canada.
Approval Process:	For these Higher Care Field Trips, the Educator-in-charge must: • Submit Proposal for Higher Care Field Trip Form (Form 6100-5) to principal at least 3 months prior to the excursion date. *Under special circumstances timelines might be adjusted eg. qualification for competition. • Submit the principal approved Proposal for Higher Care Field Trip Form (Form 6100-5) and all trip related planning forms at least two (2) months prior to the excursion date, to the Board of Education.



	- Following Board Approval, hold parent information meetings, which are required in order to fully inform parents of the itinerary, insurance and travel documents needed, financial planning, sleeping arrangements, supervision plans, hazards, inherent risks and safety plan, emergency, and contingency plans. - Following the initial approval from the Board, the Educator-in-charge must follow the Checklist for Higher Care Field Trips (Form 6100-6) and have it signed off by the Superintendent or delegate, 72 hours prior to departure. - Forms to be completed include Detailed Trip Plan (Form 6100-7), Detailed Trip Plan (Form 6100-7), Risk Management Plan (Form 6100-8), Itinerary Card (Form 6100-9), Parent/Guardian Risk Acknowledgement (Form 6100-10), Student Health/Medical Form for Higher Care (Form 6100-11, Passenger List (Form 6100-14) and could include Volunteer Forms (Forms 6100-12, 6100-13, 6100-15, 6100-16), Master Agreement and Mutual Indemnification (Form 6100- 18), Notification of Severe Allergies (Form 6100-19), Medication Administration Log (Form 6100-20), First Aid Log (Form 6100-21), Incident Reports (6100-22 or 6100-23) as required. - Category 4 Field Trips require Principal, Superintendent, and Board approval.
Category 5: International Off-site Experiences	
Definition:	These off-site experiences involve travel outside of Canada. They may involve a variety of activities. Parents need to be properly informed and consent to the nature of all activities.
Examples:	Any of the above-mentioned activities but with travel outside of Canada.
Approval Process:	For these Higher Care Field Trips, the Educator-in-charge must: - Submit Proposal for Higher Care Field Trip Form (Form 6100-5) to principal at least 6 months prior to the excursion date. - Submit the principal approved Proposal for Higher Care Field Trip Form (Form 6100-5) and all trip related planning forms at least six (6) months prior to the excursion date, to the Board of Education for approval. - Following initial Board approval hold parent information meetings, which are required in order to fully inform parents of the itinerary, insurance and travel documents needed, financial planning, sleeping arrangements, supervision plans, hazards, inherent risks and safety plan, emergency, and contingency plans. - Reference (and continue to monitor) the Government of Canada and Department of Foreign Affairs and International Trade websites to determine risks associated with travel to the destination country(ies) and check in with applicable service providers as they may have important information. - Have trip cancellation insurance and back up plans for last minute, unforeseeable events.



	• Extra medical insurance is mandatory for students when participating in school district activities outside of Canada (including to Washington State), no matter the length of the activity. • Following the initial approval from the Board, the Educator-in-charge must follow the Checklist for Higher Care Field Trips (Form 6100-6) and have it signed off by the office of the Superintendent or designate at minimum <u>one week</u> prior to departure. Consult the principal and Office of the Superintendent for final sign off twelve (12) hours prior to departure to ensure a travel advisory has not been issued, or irreconcilable concerns have not arisen. • Forms to be completed include Detailed Trip Plan (Form 6100-7), Risk Management Plan (Form 6100-8), Itinerary Card (Form 6100-9), Parent/Guardian Risk Acknowledgement (Form 6100-10), Student Health/Medical Form for Higher Care (Form 6100-11), Passenger List (Form 6100-14) and could include Volunteer Forms (Forms 6100-12, 6100-13, 6100-15, 6100-16), Master Agreement and Mutual Indemnification (Form 6100-18), Notification of Severe Allergies (Form 6100-19), Medication Administration Log (Form 6100-20) (Forms 316-1, 316-2 and 316-4), First Aid Log (Form 6100-21), Incident Reports (6100-22 or 6100-23) as required.
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4.0 GUIDELINES FOR FIELD TRIP SUPERVISION

Factors to be considered include, but are not limited to:

4.1 All field trips must be under the direct supervision of at least one Pacific Rim School District employee acting as the Educator-in-Charge, who, in collaboration with the school principal, shall ensure that all provisions for safety and supervision are established well in advance and clearly communicated in writing to parents and students.

4.2 Field trip planning and preparation must include a 'supervision plan' that takes into consideration any special supervision risk factors affecting the ratio of students to supervisors. These could include needs for specialized experience, skills and qualifications, the need for female and male supervisors, and accommodating students with unique or diverse needs. The degree of supervision depends on but is NOT limited to consideration of the following factors:

4.2.1 Volunteers are under the direction of the lead educator in charge or designate for the duration of the trip. Volunteers have a responsibility to support and assist the educator(s) in charge in upholding the school and district codes of conduct.

4.2.2 The complete ability of the participants – degree of difficulty, physical strength, endurance, co-ordination, mobility, physical or developmental limitations.

4.2.3 Experience of the participants – first time experience versus various degrees of experience/skill in participating in the activity.

4.2.4 The age and maturity of the participants – factors such as physical size (height/weight), risk perception, comprehension of rules/instructions, are dependent on age and development.



4.2.5 The inherent danger in the activity and the circumstances of the activity (e.g., a trip to the museum would not need as many supervisors as a higher risk outdoor pursuit trip).

4.2.6 Environmental factors – site layout (clear sight lines versus obstructions), dispersed groups (i.e., ski hills, amusement parks), tour groups versus self-guided, presence of dangerous features (i.e., cliffs, allurements, unusual or inclement weather).

4.2.7 For any activity involving swimming follow ***Safety Regulations for Swimming***, including hotel swimming pools, ensure that a certified lifeguard is on duty at all times when students are in the water and determine the level of swimming ability of each student by having parents complete a ***Swimming Level Declaration*** which is part of the Student Health/Medical Form Higher Care.

4.3 When considering the supervision plan; the principal and educator in charge will ensure:

4.3.1 That each supervisor and volunteer applicant has been reviewed and approved or denied by the principal, as suitable for supervision on case-by-case basis.

4.3.2 Gender Specifications for supervision

4.3.2.1 For overnight trips, it is recommended that there be at least two (2) supervisors, no matter the size or age of the group.

4.3.2.2 When possible, the supervisory team should include adults whose gender identities reflect those of the students participating.

4.3.2.3 If aligning supervisor and student gender identities is not possible, the trip may proceed by following the “Rule of Two” with the available supervisors, while taking all reasonable steps to support student safety, comfort, and privacy.

4.3.2.4 Students who identify as gender-diverse are encouraged to communicate with staff prior to departure regarding the supervisor(s) with whom they feel most comfortable

4.3.3 Criminal Record Checks are conducted for all volunteers and supervisors. Volunteers will be reminded to use the “Rule of Two”,

4.3.4 Supervisors are made aware they are on supervision throughout the entire duration of a field trip and are expected to provide the supervision a careful and prudent parent would provide. Supervisors may not have other children (those not included in the field trip group) in their care during the trip.

4.3.5 The number of adult supervisors accompanying each trip is appropriate

4.3.6 The educator in charge must ensure volunteer supervisors are informed and competent to deal with emergencies that might arise.

4.4 The minimum acceptable standard of supervision for all student field studies, unless specifically required and adjusted by the principal, or involving category 3 (higher risk outdoor



activities) activities are:

Grade	Category 1 – Low Risk Day Studies	Category 2 Overnight Low Risk	Category 3 Higher Care	Category 4 & 5 Out of Province / Internationa
K-3	2 supervisors per class	1 supervisor for 8 students	N/A	N/A
4-7	1 supervisor per class, with additional supervision support required dependent on the activity.	1 supervisor for 10 students	Activity Dependent	1 supervisor for 10 students
8-12	1 supervisor per class	1 supervisor for 15 students	Activity Dependent	1 supervisor for 10 students

It is recognized however, that circumstances for each trip vary and the principal will determine and approve the appropriate level of adult supervision. All higher care trips shall have a minimum of two adult supervisors and should have a significantly smaller ratio of student to adult supervision based on the activity.

4.4.1 Additional supervision is required when:

4.4.1.1 There is an increased risk (See Category 3 requirements)

4.4.1.2 There is participation of students with unique needs

4.4.1.3 There are crowded venues

4.4.2 Educators and principals should seek further clarification on activity specific industry standard supervision ratios by consulting the YouthSafe Outdoors Supervision Calculation Tool.

5.0 SPECIFIC SUPERVISION GUIDELINES FOR HIGHER CARE FIELD TRIPS (CATEGORY 3 AND ABOVE)

5.1 For all higher care activities, competent instruction and vigilant supervision is mandatory. Competence may be established by virtue of a certificate from a recognized governing body, such as a Paddle Canada Instructor Certification. In areas where certificates are not issued, competency may be recognized by the leader's peers by virtue of experience and demonstrated expertise in the activity. Qualified "Respected Outdoor Leaders" and service providers often may fulfill these functions.

5.2 Situational factors must be considered when determining the appropriate number of supervisors for a higher-care activity. Generally, outdoor pursuits include risks that mandate



more supervisors than a regular field trip excursion. In determining the appropriate number of supervisors required for an outdoor pursuit, assess:

- 5.2.1** Industry standards for supervision (the ratios set by specific industries/ organizations that govern the outdoor pursuits/activity);
- 5.2.2** Leadership factors (knowledge, skills, experience of the supervisors);
- 5.2.3** Student factors (age, grade, knowledge, fitness, skill, experience, behaviour, social needs); and
- 5.2.4** Trip factors (nature of activity, nature of environment, duration of outing, season , communication capacity, time/distance from emergency response).

5.3 Appropriate supervision of higher-risk outdoor pursuits must consider the ability to maintain adequate supervision during the execution of a safety plan/emergency response plan.

5.4 In approving a higher-risk outdoor pursuit trip proposal, the principal must be satisfied that the teacher or contracted service provider will provide adequate supervision and competent instruction and follow recognized safety procedures for the planned activities. As such, it is imperative that those Educators who involve themselves in higher-risk outdoor pursuits have the required certification and/or competence or work with a Respected Outdoor Leader as a contracted service provider.

6.0 ACCEPTABLE CONSENT METHODS

It is always preferable to obtain written parent/guardian consent and risk acknowledgement using the approved district forms. However, the District recognizes that unique circumstances may occasionally require alternate methods of consent. In such cases, staff must ensure that all required information has been clearly communicated and that the method of consent is reliably documented in accordance with this procedure.

In accordance with B.C.'s Electronic Transactions Act, active consent may be obtained through a variety of electronic or non-electronic methods. Staff must document:

- 6.0.1** how parents/guardians were informed, and;
- 6.0.2** the method by which consent was provided.

6.1 Acceptable electronic consent methods

Electronic consent is valid under the Electronic Transactions Act when the method:

- 6.1.1** Reliability identifies the person, and;
- 6.1.2** Indicates their approval or decision, and;



6.1.3 Is accessible for later reference (i.e., the school can keep a record of it).

6.2 Acceptable non-electronic consent methods:

6.1.1 Signed paper consent forms returned to the school

6.1.2 Handwritten notes granting permission

6.1.3 In-person verbal consent, documented with date, time and details

6.1.4 Telephone consents, with staff documenting who was called, when, and what was confirmed

6.1.5 Sign-in/sign-up sheets from meetings or orientations, where the consent intention is clearly stated

6.1.6 Consent during a parent-teacher meeting, documented in school records.

7.0 STAFF RESPONSIBILITIES FOR CONSENT

Active consent is valid when staff clearly inform parents/guardians of the activity, risk and expectations while documenting how consent was obtained.

7.1 Consent packages to parents/guardians should include the following information:

7.1.1 The purpose and objectives of the trip, including curricular learning outcomes where relevant

7.1.2 Itinerary (up to and including “lights out” for overnight trips)

7.1.3 Potential known risks

7.1.4 Safety plan

7.1.5 Emergency plan in the event of injury, illness, or other problem

7.1.6 Notification that the school will secure emergency transport to medical services in the event that the student is injured, and the parents/guardians will be responsible for any costs associated with such transport.

7.1.7 Transportation/travel arrangements

7.1.8 Costs, due dates, and awareness of financial support available as per school and district policy

7.1.9 Destination, including address or nearest locatable Centre

7.1.10 Contact for parents in the event of an emergency

7.1.11 Field Trip date(s) and times of departure and return

7.1.12 An inventory of what to bring (e.g. types of clothing, water, food)

7.1.13 School contact name and number for more information

7.1.14 How students not attending can meet the same learning outcomes

8.0 MEDICAL CONSENT

A trip-specific emergency medical consent form must be collected, in addition to the



school's standard parent consent form, for all Category 2, 3, 4, and 5 field studies. Medical information for each participating student must also be obtained.

For classes or groups that participate in frequent or recurring field studies, parents/guardians may confirm that previously submitted medical information remains accurate rather than completing a new form each time. This medical information must be readily accessible to all trip supervisors during the trip.

The following is an example of wording that may be used to confirm previously submitted medical information:

Parent/Guardian Acknowledgement:

I confirm that the medical information previously provided to the school for my child is accurate and up to date. I have no additional medical information to disclose for this trip.

9.0 WAIVERS

School-based parent consent forms are not considered waivers that release teachers from legal responsibility.

Legally, parents cannot waive the rights of a minor (the student). As such, the District discourages the use of third-party providers that require parents to sign student waivers or indemnification agreements as a condition of participation in field studies. An industry/commercial enterprise may request signed informed consent/acknowledgment of risk of the parent, in addition to the signed informed consent obtained through the school-based parent consent form.

If a third-party provider insists on a waiver of liability, the Educator-in-Charge must consult with the principal to determine whether the activity and its associated risks should proceed. If, following a risk assessment, the Educator-in-Charge and Principal believe the activity is an exceptional opportunity that warrants consideration, Superintendent approval is required before moving forward. Any such requirement must be communicated clearly to parents/guardians.

Parent/Guardian Notification Language:

As part of your child's participation in [Activity Name], the third-party provider has requested that parents/guardians sign a waiver. Please note that this waiver is intended to limit the provider's liability. Canadian law does not allow parents/guardians to sign away a minor's legal rights. We encourage you to review all documents carefully and ask any questions you may have before providing consent. This waiver is not issued by Pacific Rim School District; families are still required to complete the district's



own risk acknowledgment and informed consent form. For further clarification, please contact [Contact Name].

10.0 STUDENT ACCESSIBILITY, INCLUSION, AND EXCLUSION

Any teacher with a concern about a particular student participating in a Field Trip (see criteria below) must see the sponsor teacher to try and resolve this problem. If this does not appear to be successful, consult the administrator at least two weeks in advance of the Field Trip so that they may have an opportunity to resolve the situation.

10.1 In all cases educator in charge will:

- 10.1.1 Ensure Field Trips are physically accessible to all students in the class
- 10.1.2 Ensure that “ability to pay” is not a determining factor for student participation
- 10.1.3 Provide appropriate preparatory and follow-up instruction related to learning outcomes that are to be part of the activity plan
- 10.1.4 Make arrangements to provide an instructional program for students not participating in the excursion and a plan for the instruction of classes normally taught by teachers who will accompany students on the excursion
- 10.1.5 Make arrangements for all students with unique needs to be included in the Field Trip

10.2 Potential Reasons for Exclusion:

- 10.2.1 The student has excessive unexcused absences in the month prior to the trip
- 10.2.2 The student is currently under suspension or has been withdrawn for disciplinary reasons from participating in school events and activities

11.0 TRANSPORTATION

The principal must ensure that the transportation of pupils is in accordance with

Policy 320 – Conveyance of Students and Administrative Procedure

3200: School Bus Transportation for Extra-Curricular Activities Passenger and vehicle loading lists must be available in the school and with the Educator-in-Charge on the trip. Current and clear Driver’s Abstracts must be available in the school as part of the **Volunteer Driver Application Form**. Booster seats are employed as required.

12.0 FINANCES

12.1 Schools must be sensitive to the financial burden of possible expensive Field Trips; the ability of students to pay their share of the costs must not be a factor in determining participation. School personnel must ensure that financial requirements do not exclude students from participation on a Field Trip



12.2 For Field Trips where a deposit fee is required by an outside agency, the School District will not be responsible for refunding deposits should the trip be cancelled

12.3 For all approved Field Trips, the School Board's liability insurance protects employees, the Board of Education and volunteers against suit in the event of an accident through negligence

13.0 SAFETY EQUIPMENT

13.1 Safety Helmets must be worn by all student and staff involved in ice skiing, cycling, downhill skiing, snowboarding, rock climbing, skateboarding, rollerblading, and whitewater activities.

13.2 For boating activities, including aquatic paddling, students must be wearing Ministry of Transport (M.O.T.) Approved Lifejackets or Type I Approved Personal Flotation Devices or be following the specific rules for competition (e.g. rowing).

14.0 SAFETY REGULATIONS FOR SWIMMING ACTIVITIES

14.1 Planning Reminder

When planning any aquatic activity, Educators-in-Charge are reminded to consult the extensive resources available in the YouthSafe Outdoors Guidelines to support risk assessment, supervision planning, and activity-specific safety considerations.

14.1.1 In planning swimming activities schools work with an aquatic service provider, such as a community pool or camp that provides Lifeguards. Aquatic best practice calls for at least two certified Lifeguards for every 25 swimmers in such facilities

14.1.2 Where working with a service provider, the Educator in Charge remains responsible for coordinating the activity, ensuring informed parental/guardian consent, securing enough assistants to help supervise the activity, and working with the service provider facility

14.1.3 Parents/guardians should identify the student's approximate aquatic skill level to facilitate securing enough Lifeguards, supervisors and/or instructors as part of the informed consent process

14.1.4 Before being permitted to swim in water above their chest height without a PFD the students must be given a survival swim test, or an endurance swim test.

As outlined in Youth Safe Outdoors:

- The survival swim test consists of a roll into deep water, treading water for 1 minute and swimming 50m using any method
- The endurance test only includes the 50m swim

Whichever test is used, it will generally be conducted by venue staff and can be used to channel students into appropriate level swimming lessons. If the swim is a recreational outing, the successful students can be given an identifying mark on their arm, or an



identification tag or ribbon. Those not taking or passing the test may also be given a marker (of different colour or design to distinguish them to lifeguards and supervisors).

14.1.5 Unless in a structured swimming class (i.e., small group with designated instructor) all non-swimmers or weak swimmers should wear a PFD when in or near the water or they must be restricted to a well-marked shallow area (less than chest height).

14.1.6 All rules and regulations of the swimming area, diving area, swing ropes, pool slides, waterslides, hot tubs/steam rooms/saunas, change rooms and/or other related facilities in the aquatic must be presented to the students and followed. This rule review may be done by the venue staff and the Educator in Charge is to confirm arrangements

14.1.7 Supervision of Swimming

14.2 Supervision of Swimming

14.2.1 Change/locker rooms must be appropriately supervised in consideration of the age and maturity of students.

14.2.2 For recreational swimming in an exclusive use context, a head counting system should be used at regular intervals, particularly with larger groups

14.2.3 For recreational swimming, students should swim with a buddy of comparable swimming ability and should buddy up quickly on command. Students should know the consequences of not swimming with their buddy (e.g., a 5-minute time out on deck)

14.2.4 Generally, when students aged eight or older are in the water, and especially with larger groups, some adult supervisors should remain out of the water and position themselves so that the students are in clear sight (i.e., supervisors distributed around swimming area and standing at or near the waterline)

14.2.5 When students under age eight are in the water, instructors/supervisors (not lifeguards) must be in the water with them.

14.2.6 Supervision ratio is supported by certified Lifeguard(s) as per the number/ratio determined by the Facility Manager for supervision of the facility and bather load

14.2.7 The suggested minimum supervisor to student ratios for are K – 3 (1:6 / 2:12) 4 – 7 (1:10 / 2:20) 8 – 12 (1:15 / 2:30) adjust supervision ratio if/as necessary due to the presence of any special considerations.

14.3 Additional Protocols for Higher Risk Aquatic Swimming Activities

Many school groups find themselves with opportunities to take advantage of one or more aquatic environments that differ from aquatic service providers outlined above. Some examples may include swimming in a hotel pool while on a band trip, swimming at a beach, swimming in a lake at the end of the day while on a canoe trip, or an aquatic context that relies upon Lifesavers and other supervisory systems versus certified, qualified Lifeguards (National Lifeguard Service - NLS) to support the group.

14.3.1 Higher-Risk Swimming Activities include hotel swimming pools, open water (lake or ocean) and remote contexts. An activity that involves swimming or wading in a river, lake or



ocean at a site that is not designated as a swimming area, must be treated as a higher care activity

14.3.2 Students are appropriately supervised (considering age, maturity, and context). In addition, the supervision guidelines in twenty-five are applied. Higher-Risk aquatic activities are not supported for K-3

14.3.3 The teacher/leader must be competent to organize the swimming activity; to demonstrate, instruct and supervise it; and to effect rescue and emergency procedures as necessary, or to otherwise provide for any or all these functions and capacities (e.g., using a service provider, Lifeguard or Lifesaver). Where working with a service provider (e.g., hotel), the educator in charge will be involved in coordinating the activity, ensuring informed parental/guardian consent, securing enough assistants to help supervise the activity, and working with the service provider to ensure the group's needs are met. A certified Lifesaver or comparably trained person is required to supervise the aquatic environment and group. In determining the number of Lifesavers needed, consider the size and configuration of the environment (e.g., number of pools, sight lines); group size, student grade/age, and swimming ability.

14.3.4 Those serving as lifesavers must:

14.3.4.1 Have CPR training (any level) Standard level first aid training is also recommended

14.3.4.2 Be trained in the facility operating and emergency procedures, or be able to develop appropriate safety and emergency plans for a site to be used for an incidental swimming activity

14.3.4.3 Have a bronze medallion, be a minimum of 16 years of age and be at least two years older than the students being supervised.

14.3.5 Parents/guardians must:

14.3.5.1 Be notified of the supervisory arrangements

14.3.5.2 Acknowledge awareness of the potential hazards associated with the swimming/wading/water park activity, and

14.3.5.3 Consent to their child's participation

Parents/guardians should identify the student's approximate aquatic skill level to facilitate securing enough lifesavers, supervisors and/or instructors.

14.3.6 Swimming, wading or other aquatic activities should never be allowed as an impromptu activity for which there is no safety or emergency plan and for which the parents/ guardians and principal or designate have not approved

14.3.7 The swimming area must be clearly marked, free from hazards, roped off with floating devices or boundaries otherwise clear, and reasonably clean (i.e., not polluted)

14.3.8 Students must not dive headfirst from the pool edge (or other similar surface close to the water level) unless the water at that point has a minimum depth of at least 2.5 meters



14.3.9 Duration of swim should consider the type (age, skill level) of swimmers, temperature and condition of water, time of day, and objectives of the activity

14.3.10 Swimming in moving rivers or streams should only be undertaken if the Lifesaver assesses the conditions and group and deems them sufficiently safe to proceed as per Youth Safe Outdoors guidelines

14.3.11 Persons assuming Lifesaver responsibilities should be clearly visible and identifiable

14.3.12 Where a particular off-site experience involves a water-based activity (e.g., canoeing), parents/guardians should be asked to verify the student's level of swimming training/skill

14.3.13 No swimming after dark

14.3.14 No distance swims in open water except where this is part of a specific planned swimming or triathlon program, and informed parental/guardian consent has been secured. Appropriate rescue craft must be provided

14.3.15 Students should know an emergency signal and response

14.3.16 An emergency action plan should be in place specific to the activity and environment

15.0 SAFETY PROTOCOLS FOR SKIING AND SNOWBOARDING ACTIVITIES

15.1 The Educator-in-Charge must ensure suitable attendance records are maintained and shared with supervisors. Additionally, a cell phone or communication device for supervisors is to be available for use throughout the trip

15.2 Attendance must be taken prior to the departure and made available to the principal

15.3 Upon arrival, all students must remain together while mountain personnel provide instructions, lessons and designate appropriate ski areas based on skill level observed. The Educator-in-Charge of the ski/snowboard activity shall be responsible for coordinating with on-hill resort personnel/instructors

15.4 Supervisors shall provide designated "on hill" minimum supervisory ratios of 1:6 for elementary and 1:10 for secondary students. Supervisors may include mountain staff when students are involved in a prescribed ski/snowboard program

15.5 Supervision shall involve movement around different slopes at set times designated by the Educator-in-Charge

15.6 Each supervisor shall have responsibility for a specific group of students and shall take attendance at designated times throughout the day

15.7 Supervisors will actively monitor and enforce areas of use on the hill re: out- of-bounds areas, and ensure runs are appropriate for the level of the skier

15.8 Attendance must be taken before departing from the ski area

15.9 The Educator-in-Charge must check with mountain personnel for messages or complaints about on hill infractions before leaving the site



FORMS AND DOCUMENTATION

(Available on the SD70 Staff Portal — staff access only)

- Low-Risk Proposal Form (Form 6100-1)
- Checklist for Low-Risk Activities Form (Form 6100-2)
- Parent-Guardian Consent and Acknowledgement of Risk for Local Low Risk Activities Form (Form 6100-3)
- Annual Parent/Guardian Informed Consent for Local Community Activities (Form 6100-4)
- Proposal for Higher Care Field Trips Outdoor Pursuit/Aquatic Activities/Travel Excursions (Form 6100-5)
- Checklist for Higher Care Off-Site Activities (Form 6100-6)
- Detailed Trip Plan (Form 6100-7)
- Risk Management Plan (Form 6100-8)
- Itinerary Card (Form 6100-9)
- Parent/Guardian Consent, Acknowledgement of Risk for Higher Care Activities/Travel Excursions (Form 6100-10)
- Student Health/Medical Form for Higher Care Off-Site Activities/Travel Excursions (Form 6100 -11)
- Volunteer Screening (Form 6100-12)
- Volunteer Health/Medical Form for Higher Care Off-Site Activities/Travel Excursions (Form 6100-13)
- Passenger List (Form 6100-14)
- Volunteer Application for Higher Care Off-Site Activities/Travel Excursions (Form 6100-15)
- Volunteer Consent and Acknowledgement of Risk for Higher Care Off-Site Activities/Travel Excursions (Form 6100-16)
- Medication Administration Parent/Guardian Request (Form 6100-17)
- Master Agreement and Mutual Indemnification (Form 6100-18)
- Notification of Severe Allergies (Form 6100-19)
- Medication Administration Log (Form 6100-20)
- First Aid Log (Form 6100-21)
- Incident Report for Local Low Risk Off-Site Activities (Form 6100-22)
- Incident Report for Higher Care Off-Site Activities/Travel Excursions (Form 6100-23)

RELATED POLICIES AND ADMINISTRATIVE PROCEDURES (AP) AND REFERENCES:

- [Sections 17, 20, 22, 65, 75, 85 School Act](#)
- [Electronic Transactions Act](#)
- Policy XXX Off-site Experience / Field Trips
- Policy 320 Conveyance of Students
- Policy XXX: Administration of Medication and Student Health Support
- Policy XXX: Anaphylaxis
- AP XXXX Conveyance of Students



- AP 3110 School Volunteers
- AP 3200 School Bus Transportation for Extra-Curricular Activities
- AP XXXX Administration of Medication and Student Health Support
- AP XXXX: Anaphylaxis
- YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences
- Vancouver School Board Administrative Procedure 260
- qathet School District Administrative Procedure 260

APPENDICES:

- Appendix A Restricted and Prohibited Activities



Appendix A Restricted and Prohibited Activities

Table 1: Higher Care Activities with Restrictions

Restricted activities are allowed only under certain conditions where specific safety criteria are met. Extensive consideration must be given to the ability to plan for safety, the impact on instructional time, as well as risk assessment. A restricted activity is a type of Higher Care Field Trip.

Restricted activities include, but are not limited to:

- Archery
- Camping
- Cross-Country mountain biking (intermediate runs with helmet)
- Downhill skiing/snowboarding (helmets mandatory)
- Fencing
- Football
- Rifle ranges or any activities involving fire arms
- Rugby
- Skateboarding
- Sledding
- Surfing
- Swimming
- Watercraft



Table 2: Prohibited Activities

Some types of activities have been prohibited based on risk assessment and ability to plan for safety, as well as consideration given to impact on instructional time, inordinate costs, and/or excessive travel. These activities may also have severe consequences that flow from the inherent risks of the activity and the probability of occurrence of these risks cannot be reasonably eliminated.

- Boxing or kickboxing
- Bungee jumping
- Hang gliding, paragliding, parachuting, sky diving
- Hot air ballooning
- Ice climbing
- Mechanical bull riding
- Motorcycling or student driven motorized vehicles of any kind
- Mountain biking -downhill or cross-country black runs
- Paintball, laser tag, or war games of any kind
- Trampolining (except when at an approved gymnastics facility)
- Travel to areas where Foreign Affairs Canada has issued an advisory
- White Water Rafting

6100: FIELD TRIPS (AP)

Approved: 84-10-16
Amended: 18-03-03

POLICY

~~The Board of Education supports field trips provided that the activity has a direct and recognizable educational intent related to the curriculum. The Board appreciates that carefully selected field experiences provide teachers with alternative means to enrich and expand learning, giving an opportunity for students to acquire a broader base of experiences.~~

~~It is understood that students participating will govern their behavior in accordance with school rules and any special rules determined for the occasion by the principal, teacher sponsor and/or chaperon. Specific reference should be made to Administrative Procedure 5013: Pupil Involvement with Illegal Drugs and Alcohol.~~

ADMINISTRATIVE PROCEDURES

Teachers planning field trips should be guided by the following regulations.

1.0—APPROVAL

~~The Board expects that matters such as loss of formal instructional time, relative value of individual field experiences, extent of term preparation, and budget priorities will be considered before approval is sought. Approval may be obtained as follows:~~

- ~~1.1—School sponsored trips which take place within one day and remain on Vancouver Island require the permission of the principal. Ski trips leaving the Alberni Valley should be reported to the Superintendent prior to departure;~~
- ~~1.2—Field experiences of more than one day and remaining in British Columbia require the permission of the Superintendent of Schools. These requests must comply with all appropriate regulations and must be submitted on the District form (Field Trip—Travel Approval Form, page 4) at least fourteen days prior to departure. An outline of these extended field trips will be reported monthly to the Board for concurrence;~~
- ~~1.3—All outdoor education activities such as camping, hiking, canoeing, rock climbing, river rafting and others require the approval of the District Superintendent of Schools or designate. The decision will be made in consultation with the school-~~

based Administrative Officer who in turn will consult acknowledged “experts” who are experienced and knowledgeable about student supervision and safety in the outdoors and so have training, experience and skills directly related to the type of outdoor trip being proposed. No outdoor education activity will be approved without communication equipment that will provide quick and direct access to help in the event of an emergency.

- 1.4 — Field experiences and Outdoor Education Activities outside the Province of British Columbia require permission of the Board and should be submitted at least 60 days prior to departure.

2.0 — PLANNING

- 2.1 — Field trips must be well planned and must relate to the school curriculum.
- 2.2 — Routine field trips of less than three hours and in the general vicinity of Port Alberni require less formal parental notification. A notice to parents indicating several intended trips is suggested.
- 2.3 — Generally, the principal must ensure that the parent(s) guardian(s) of the student involved in the field trip gives consent for the student’s involvement. The information notice to parents must clearly list any special activities the student will be expected to undertake, request any pertinent student medical problems, and disclose any known element of risk. A sample parent consent form is provided on page 5.
- 2.4 — An itinerary of each field experience and suitable contact persons must be available in the school office;
- 2.5 — No student shall be prevented from taking part in a curriculum field trip for financial reasons.

3.0 — SUPERVISION

- 3.1 — All field trips must be supervised by at least one teacher. A recommended ratio is one adult for each ten elementary students and one adult for each twenty secondary students. Outdoor Education activities require one adult to each ten students, including at least one teacher.
- 3.2 — Principals shall ensure the provision for safety, competent instruction, and supervision of students;
- 3.3 — Where the sponsor(s) requires special qualifications, such must be documented on the travel approval request form.

~~3.4 — Where applicable, the drinking of unpasteurized milk is not to be permitted.~~

~~4.0 — TRANSPORTATION~~

~~4.1 — Parents or guardians must be informed of the method of transportation involved in the field trip.~~

~~4.2 — Travel safety precautions must include reasonable consideration of —~~

- ~~i) — number of drivers;~~
- ~~ii) — storage of baggage;~~
- ~~iii) — provision of seating;~~
- ~~iv) — vehicle condition;~~
- ~~v) — weather and road conditions;~~
- ~~vi) — other local concerns~~

~~4.3 — Where a private vehicle is used, minimum requirements must include one million dollars liability insurance, a valid driver's license, and seat belts for all passengers carried.~~

~~NOTE:~~

~~Principals should be familiar with the publication, "Transportation Guidelines in Private Vehicles."~~

~~6101: INTERNATIONAL EDUCATIONAL/ATHLETICS TOURS (AP)~~

Approved: 93-06-15

POLICY

~~The Board of Education recognizes that individual district schools will cooperate with recognized travel agencies to undertake educational tours overseas to coincide generally with school holiday periods.~~

~~The Board reserves the right to provide approval for such school-sponsored tours provided that the students participating will govern their behaviour in accordance with school rules and/or special provisions as agreed upon by the principal, parents of the students involved, and the chaperone(s).~~

~~It is understood that educational tours overseas shall be at no cost to the Board other than such costs that are specifically identified at the time of formal Board approval of the tour.~~

ADMINISTRATIVE PROCEDURES

Teachers planning international educational tours should be guided by the following regulations.

1.0 — APPROVAL

- 1.1 Approval in principle must be obtained from the Board prior to advertising the tour opportunity to students.

Approval in principle applications should include

- i) — destination
- ii) — total time of travel
- iii) — chaperone assignments
- iv) — time away from regular classes
- v) — tour company
- vi) — teacher substitutes required
- vii) — individual student cost

- 1.2 Application for final Board approval must be obtained by the sponsor(s) when all travel arrangements have been finalized for the tour.

2.0—FUNDING

- 2.1 International educational tours shall generally be at no cost to the Board.
- 2.2 Tour sponsors shall be responsible for substitute costs and all transit costs, except where the Board has provided specific approval to the contrary.

3.0—CHAPERONE ARRANGEMENTS

- 3.1 All international tours shall be accompanied by a sponsor teacher(s) from the school which sponsors the tour.
- 3.2 The adult to student ratio shall be at least one adult to each twelve students.
- 3.3 Chaperones for mixed groups shall include both males and females.
- 3.4 Chaperones shall conduct themselves according to general standards expected from classroom teachers.

4.0—STUDENT DISCIPLINE

- 4.1 The principal, teacher sponsor, chaperones, and parents of participating students shall meet to establish an appropriate code of conduct to be followed during the tour.
- 4.2 Students who have been found to be in violation of an understood standard of behaviour shall either be formally warned of the deviation or the incident shall be reported to the principal by telephone.
- 4.3 Students who repeat a violation after having been warned or are involved in a major deviation from an understood standard shall either
 - i) be returned home at the earliest opportunity at parents expense, or
 - ii) have the incident reported to the principal by telephone and be disciplined according to existing Board or school policy.

~~AP 6100: APPENDIX I – FIELD TRIP TRAVEL APPROVAL FORM~~

~~Approved: 84-10-16~~
~~Amended: 95-11-28~~

SCHOOL _____ DATE _____

SPONSOR TEACHER(S) _____

NATURE OF TRIP (Places visited, activities, etc.) _____

PURPOSE OF THE TRIP _____

SPECIAL QUALIFICATIONS OF SPONSOR(S) (Where applicable) _____

NUMBER OF STUDENTS – Male _____ Female _____ Grade Level _____

RATIO OF ADULTS _____ TO PUPILS _____

METHOD OF TRANSPORTATION _____

PROPOSED DATE(S) AND TIME(S) _____

Leave Port Alberni _____ Return Port Alberni _____

ANTICIPATED COSTS _____

SOURCE(S) OF FUNDS _____

DATE _____ SIGNATURE OF PRINCIPAL _____

Approval of the Superintendent of Schools is needed only in cases where the field trip is more than one day and/or off Vancouver Island. Field trips outside British Columbia will require the permission of the Board.

DATE _____ SUPERINTENDENT OF SCHOOLS _____

Please submit to the Superintendent of Schools at least fourteen days prior to the event, when possible. A copy will be returned to your school.

Please keep SECTION A for your information and return SECTION B to the school.

SECTION A – TRIP DETAILS

LEAVE PORT ALBERNI (time)_____ (place)_____

RETURN TO PORT ALBERNI (time)_____ (place)_____

DESTINATION_____

EMERGENCY CONTACT AT DESTINATION_____

METHOD OF TRAVEL_____

ACCOMMODATION (if overnight)_____

EMERGENCY CONTACT IN PORT ALBERNI

_____ Phone_____

_____ Phone_____

SPONSORING TEACHER_____ Phone_____

NUMBER OF STUDENTS INVOLVED_____

NUMBER OF CHAPERONS_____

SECTION B – TO WHOM IT MAY CONCERN:

This is to certify that my son/daughter_____ has my permission to participate in the following out-of-school activity.

TRIP TO_____ FOR_____

ON_____ DATE(S)_____

I wish to bring to your attention the following special/medical needs of my son/daughter_____

Although I understand that this activity is to be carried out under the supervision of one or more teachers, I hereby accept responsibility for the conduct of my son/daughter.

DATE_____ PARENT/GUARDIAN_____

TELEPHONE_____

6102: OUTDOOR EDUCATION (AP)

Approved: 87-03-24

POLICY

The Board of Education recognizes the positive impact outdoor education activities may have on the character development of pupils on the development of a higher sense of environmental awareness of pupils.

To this end, the Board authorizes the Superintendent of Schools to approve outdoor education trips that have educational value and are supervised by teachers qualified to carry out the intended purpose.

ADMINISTRATIVE PROCEDURES

1.0 — PURPOSES OF OUTDOOR EDUCATION

- i) — To increase the pupil's understanding and appreciation of the natural environment;
- ii) — To develop the pupil's knowledge of good camping practices;
- iii) — To develop the pupil's planning skills;
- iv) — To teach specific outdoor techniques such as survival practices, map reading, hiking, canoeing and orienteering.

2.0 — TEACHER CHAPERONE PREPARATION

Before an outdoor education trip is undertaken, the teacher and/or chaperone shall;

- i) — Familiarize himself with the contents of the School District 70 Pacific Rim Outdoor Education Programme guide, with particular attention to the preliminary planning guide outlined on page 20;
- ii) — Familiarize himself with the contents of the Ministry of Education Outdoor Education Safety guide;
- iii) — Assure the Superintendent of Schools that the teachers/chaperones intending to carry out potentially hazardous activities such as canoeing, winter expeditions, hiking the West Coast Trail, etc. have received appropriate training.

3.0 — EQUIPMENT

Teachers using District outdoor equipment should;

- i) — Make arrangements for use with the Custodial/Transportation Supervisor;
- ii) — Ensure that the equipment is returned in clean condition
- iii) — Ensure that damage of equipment is reported.

4.0 — LIMITATIONS TO OUTDOOR EDUCATION

4.1 Elementary

- i) — Elementary pupils may participate in no more than one trip per year;
- ii) — Elementary trips shall not exceed three days;
- iii) — Participation of pupils must be voluntary.

4.2 Secondary

- i) — Secondary pupils may participate in no more than one trip per semester;
- ii) — Secondary trips shall not exceed four days
- iii) — Participation of pupils must be voluntary.

4.3 First Aid

A person qualified in First Aid must accompany every group.

~~6103: SNOWBOARD/SKI TRIPS (AP)~~

~~Approved: 86-12-16~~
~~Amended: 07-11-13~~

POLICY

~~The Board of Education believes Snowboard and Ski Trips provides students with an opportunity to learn new skills; get physical exercise and experience the beauty of British Columbia's mountains.~~

~~The Board also believes students and parents must be well informed of the trip details and the inherent risks of the sport which can be severe.~~

~~The Board requires all school administrators and teachers organizing Snowboard and Ski Trips adhere to the Parental Consent and Waiver Form included in the Regulations section of this policy. This form requires parental written confirmation that they have been well informed of the Field Trip details and that they are fully aware of the danger and risks to their child and by doing so, parents waive their right to sue the Board of Education for any mishaps or accidents arising from their child's participation on the Snowboard or Ski Trip.~~

AP 6103: APPENDIX I SNOWBOARD/SKI TRIPS PARENT CONSENT AND WAIVER

Approved: 86-12-16

Amended: 94-06-21

Amended: 07-11-13

Name of student: _____ ("my child")

Name of school: _____ Grade: _____

By signing this agreement I hereby give my consent to allow my child to participate in this school trip and confirm that I understand the following:

Students will be going to _____ (location), and will be away from the school from _____ to _____ (times) on _____ (date).

They will be travelling by _____

On this field trip, approximately _____ (number) students will be skiing and/or snowboarding.

The students will be supervised by _____ (number) teachers while on the bus and by ski hill employees while on the hill.

We expect there will be _____ adult volunteers while on the hill.

I understand that participation in this trip is optional and if my child does not attend he will be required to attend school and will be provided with other classroom activities.

There will be charges for the trip as follows:

Transportation & lift fees: _____ Equipment rental: _____ Helmet/ wrist guard rental: _____

Other charges: _____

I will be responsible for any costs associated with my child's attendance on the trip, including the cost of any equipment rented by my child and not returned, and any other costs which arise during the trip or are caused by or associated with my child's attendance on the trip, including any extra costs to send my child home.

The students will be supervised by at least 1 adult for every 10 students.

Lessons are mandatory; Beginner skiers will be required to take a lesson prior to being permitted free time to Ski/Board in the afternoon; however, Advanced skiers may be required to have their lessons after lunch.

At least one supervisor will be stationary at the bottom of the hill and others will be skiing the runs to observe students. The level of direct adult supervision will vary and may be quite low. It may be likely that a supervisor would not see a particular student throughout the day. While on the hill supervisors/volunteers will have the authority to discipline students and to immediately revoke skiing/boarding privileges of students who do not follow the guidelines outlined to them.

Students will be required to check in at one of the designated check in points throughout the day.

My child has no illnesses, allergies, disabilities or special needs that may require special attention, except as described here:

I am aware that my child's participation in this trip entails certain risks and dangers to my child which cannot be eliminated, and that skiing and snowboarding has an inherent risk of personal injury, including but not limited to: sprains, strains, fractures, head/ brain injuries, paralysis, internal injuries and death, and property and equipment damage or losses resulting from the activities.

In addition to the risks described above, other risks and hazards may include, but are not limited to: Motor vehicle accidents occurring on the way to or from the hill; Rock fall and avalanches; Weather and snow conditions including unforeseen, inclement or intemperate weather; Hypothermia; Frostbite; Equipment failure or defects (skis, boards, bindings, t bars, lift chairs, gondolas, etc.); Collisions with other skiers or snowboarders or with other objects such as trees, signs, snow grooming equipment, and lift towers; Poor grooming or design of hill, runs or jumps; Poor or inadequate instruction or supervision; Falls; Injuries as a result of consumption of or exposure to food and drink; Injuries occurring while using chair lifts, t-bars, etc.; Delays in obtaining medical treatment or appropriate medical treatment; Injuries when attempting to perform jumps or tricks; The possibility that my child may not heed warning or safety instructions or restrictions; given to participants, thus putting himself/ herself at greater risk.

I will supply suitable clothing for my child's participation in all activities associated with the field trip, including: sufficiently warm clothes, including a hat, mitts or gloves, warm jacket, ski/snowboarding pants, goggles. I accept full responsibility for any inadequate clothing or equipment which I provide. I am aware that I should contact the school for further information if I am unclear about what clothing or equipment is required for the activities or the possible weather conditions.

My child and I are aware that my child must wear a helmet while skiing or snowboarding and wrist guards if snowboarding.

All students must attend the Information Meeting and view the Ski Safety video. Parents, especially volunteers are encouraged to attend the Information Meeting.

My child and I have read and understand that the school's Code of Conduct, Alpine Responsibility Code and Lift Ticket Waiver are in effect during this trip as outlined in the Information Meeting.

My child and I are aware and understand that my child will remain within the ski area boundaries, will not enter Black Diamond runs or carry out any aerial or extreme skiing.

If renting equipment my child's height and weight are: Height: _____ Weight: _____

My child will be skiing. (Circle if appropriate)

I will supply suitable equipment including ski boots, poles, skis and helmet: YES or NO

If NO:

I will be required to rent the following equipment for my child from the hill:

Skis: YES _____ Boots: YES _____ Poles: YES _____ Helmet: YES _____

OR

My child will be snowboarding. (Circle if appropriate)

I will provide suitable equipment including snowboard, boots, helmet and wrist guards: YES or No

If NO:

I will be required to rent the following equipment for my child from the hill:

Snowboard & boots: YES _____ Helmet: YES _____ Wrist guards YES _____

Accidents are common. They can be the result of the nature of the activity and can occur with or without any fault on either the part of the student, or the school board or its employees or agents, or the facility where the activity is taking place. By allowing my child to participate in this activity, I am accepting the risk of an accident and injury occurring, including death, and agree that the activity is suitable for my child. In permitting my child to attend this trip, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, to induce me to permit my child to take the trip, other than those set out in this document.

PARENTAL/ GUARDIAN WAIVER OF LIABILITY

I agree that in consideration of School District 70 offering my child, (name) _____, an opportunity to participate in the trip I waive any and all claims I may have, and release from all liability and agree not to sue the Board of Education of School District 70 and its officers, employees, agents, volunteers and representatives, for any personal injury, death, property damage or loss as a result of or arising from my child's participation in the trip, arising out of any cause whatsoever, including negligence. I understand that this waives my right to sue on my own behalf, not the right for myself or a guardian ad litem to sue on my child's behalf.

I am 19 years of age or more and have read and understand the terms of this document and understand that it is binding upon me, my heirs, executors & administrators.

NOTE: This form must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.

Date: _____

Signature of Witness Signature of Parent/Guardian

Printed Name of Witness Printed Name of Parent/Guardian

Address Address

Date: _____

Signature of Witness Signature of Parent/Guardian

Printed Name of Witness Printed Name of Parent/Guardian

Address Address

Student Acknowledgment: I understand that there are inherent risks involved with skiing and snowboarding. I have discussed my parent's expectations, the school's expectations and the hill's expectations for my behaviour while on the trip with my parents. I agree to follow the instructions of teachers, instructors and volunteers, abide by the school's code of conduct and the hill's code of conduct during this trip. I agree to wear a helmet at all times while skiing or snowboarding. I agree to wear wrist guards while snowboarding.

Student Signature

		PROPOSAL FOR LOCAL LOW RISK OFF-SITE ACTIVITIES		School Name	
Destination					
Departure date (yyyy/mm/dd)		Departure time		Return time	
Lead teacher					
Phone		Fax		Email	
Area of study		Purpose of trip			
Grade/home room		# of students		# of males	
				# of females	
Supervisors' Names (Please print; add rows if needed)				Staff (S)	Volunteer (V)
Lead teacher					
Other Supervisor					
Other Supervisor					
Other Supervisor					
Total number of supervisors					
Name of service provider (SP) (if applicable)				SP contact person	SP phone
Transportation (Check all that apply)					
Method				Driver	
☐	Walking			☐	Professional driver
☐	Board-owned bus/van			☐	Volunteer driver (staff/other supervisor)
☐	Public Transport			☐	Volunteer driver (student)
☐	Charter bus			☐	Other (specify)
☐	15-passenger van				
☐	Multifunction activity bus				
☐	By service provider				
☐	Transport not provided; participants responsible for own				
☐	Other				

<i>Total cost and estimates for major budget items (e.g. food, gas, etc.)</i>	
<i>Sources of funding (i.e., cost/student, other sources)</i>	
Equal access for all students: ☐ Yes ☐ No ☐ See attached	
Special needs addressed: ☐ Yes ☐ No ☐ N/A ☐ See attached	
Alternative activity for non-participants: ☐ Yes ☐ No	
<i>Contingency plan</i>	
Educational Value	
<i>Goals and/or Student Learning Outcomes</i>	
Safety Guidelines	
I am familiar with relevant board policies, district procedures and the <i>YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences</i> : ☐ Yes ☐ No	
Supervision Plan	
<i>Briefly describe the supervision processes to be used: e.g., large or small group setting(s); lead/sweep; head counts; buddy system; level of supervision (constant visual, on-site, in the area); other elements of supervision plan as relevant</i>	
Volunteer Plan (If relevant)	
<i>Process to identify, screen if/as appropriate, and brief re: roles and responsibilities (e.g., briefing to be conducted when, where, how, by whom</i>	
Emergency Plan	
First Aid kit(s) (stocked and carried/accessible): ☐ Yes ☐ No	
Emergency communications equipment carried and/or accessible (check any and all that apply): ☐ Telephone ☐ Cell phone ☐ Service Provider Responsibility ☐ None ☐ Other (specify):	
<i>Contacts and numbers, if relevant</i>	
<i>Name of Primary First Aider, if relevant</i>	<i>Certification(s) Held, if any</i>

<i>Attachments Checklist (Check all that apply and attach to this form)</i>		
☐	Program/Activity/Trip Plan	☐ Volunteer Driver Application form
☐	Parent/Guardian Correspondence	☐ Service Provider Proposal, Agreement and/or Contract
☐	Parental Consent, Acknowledgement of Risk and Limited Waiver for Higher Care Activities/Travel Excursions	☐ Passenger List form
☐	Volunteer Screening Form	☐ Other (specify):
☐	Completed Checklist for Local Low Risk Off-site Activities attached (Glenda getting back to me	
☐	Relevant <i>Safety First!</i> Guidelines for the activities/outings attached. (<i>highlight, copy and paste and save it in trip folder for submission</i>)	
Evaluation		
Criteria for success of off-site experience		
Process to determine success		
Name of Lead Teacher (please print)	Date (yyyy/mm/dd)	Signature
Name of Administrator (please print)	Date (yyyy/mm/dd)	Signature

Personal information contained on this form is collected under the authority of the School Act for the purpose of participating in school trips. If you have any questions about this form, please contact your school administrator.

	CHECKLIST FOR LOCAL LOW RISK OFF-SITE ACTIVITIES	School Name
✓ = Met X = Not Met ? = Need More Information – = Not Applicable		
<i>Met</i>	<i>Criteria</i>	
	Program and activity are sanctioned by the board	
	Educational and/or other value of the activity is evident (e.g., goals, objectives)	
	The location/facility is assessed and appropriate for the students (e.g., sufficiently clean; hazards removed or identified to students)	
	Accessibility/eligibility addressed (e.g., voluntary participation, special needs addressed)	
	Students adequately prepared for activity (e.g., age, knowledge, skills, attitudes, fitness, clothing, equipment, follow-up)	
	Duration of the activity is appropriate for the group and environmental conditions	
	Equipment and supplies are adequate in quantity and quality and suitably arranged for the activity	
	Number/gender of supervisors and supervision plan is appropriate for group, activities and location	
	Students have been informed re: rules, behavioral expectations, and consequences	
	An instructional/leadership plan is in place that is appropriate to the students' age, experience and ability	
	The teachers/leaders are competent for the particular group in the activity(ies) and location	
	Inherent risks present have been identified and shared with parents/guardians and students	
	A plan is in place to brief new volunteers re: activity, logistics, roles/responsibilities, safety plan, emergency plan, etc.	
	Safety/risk management plan is appropriate (i.e., procedures for managing the key inherent risks of the activities, environments, and students)	
	Any special or unique circumstances of the day are noted and a plan to manage these in place (e.g., regular teacher absent; a student with an injury or predisposing condition)	
	Appropriate alternative contingency plan(s) are in place in the event the activity cannot proceed	
	Emergency plan is in place to deal with injured/ill/lost/stranded student(s) (e.g., training, kits, communications plan, back-up transportation, Emergency Services access); all who should know about the plan do know about it	
	Teachers/leaders know the communications plan (who to call for what, contact names and numbers, and location of nearest communications equipment)	
	Relevant student health and medical information, and parent/guardian and emergency contacts of students is at hand if needed (e.g., injury, illness, failure to pick up after program)	
	First aid kit is stocked and accessible	
	Budget and financial arrangements are managed if and as appropriate (e.g., receipts for supplies)	
	Other relevant information unique to the activity, location or group. Specify:	
Comments		
Name of Activity Leader (please print)	Date (yyyy/mm/dd)	Signature

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	PARENT/GUARDIAN CONSENT AND ACKNOWLEDGEMENT OF RISK FOR LOCAL LOW RISK OFF-SITE ACTIVITIES	School Name
<i>To the Parent(s)/Guardian(s) of</i>		
Name of Student	Grade	Homeroom
Please read the contents of this <i>Consent and Acknowledgement of Risk</i> form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it.		
If this form is not signed and returned to the school by your child WILL NOT BE ALLOWED TO ATTEND.		
Date Form Must be Returned by (yyyy/mm/dd)		
Program/Activity Information		
Destination/activity	Date(s) (yyyy/mm/dd)	
OR Series of off-site activities (Specify program)		
Purpose or educational goal(s)		
Itinerary/activities		
Method of transportation	By	
Lead teacher	Total Number of Supervisors Planned	
Supervisory arrangements		
Cost to the student	What to bring	
Other consideration		
Board Responsibilities		
The board will make every reasonable effort to ensure or ascertain that: - The staff, volunteers and/or service providers involved are suitably trained and qualified. - The students are adequately supervised over the program/activity. - The location(s) used are appropriate for the activity(ies) and group. - Equipment used has been inspected and deemed appropriate and safe. - A Safety Plan is in place to identify and manage known potential risks. - An Emergency Plan is in place to deal with an injury or illness to any of the students.		
Potential Known Risks		
Potential known risks include the following <i>[The Educator-in-Charge should consult the YouthSafe Outdoors guidelines and any other relevant supporting materials. After completing the risk assessment, note the identified potential risks associated with the activity here. This placeholder text should be removed once the section is completed. In general the following risks associated with most field trips, off-site activities, or extra-curricular trips]</i> - Injuries related to motor vehicle crashes en route to and from activity area; - Becoming lost or separated from the group or the group becoming split up;		

- Injuries related to slips, trips, and falls in the program area or en route to/from it;
- Injuries related to colliding with another person or with a fixed object;
- Injuries related to the physical demands of the activity and/or lack of activity skill;
- Foot, knee or other leg injuries (e.g., blisters, sprains, strains);
- Overuse injuries/conditions;
- Injury related to equipment (e.g., improper fit, improper adjustment, malfunction, improper use);
- Weather changes creating adverse conditions;
- Hypothermia due to insufficient clothing;
- Loss of manual dexterity in hands during cold and wet weather;
- Hyperthermia (e.g., heat exhaustion, heat stroke) due to insufficient hydration, overdressing, and/or overexertion in a hot environment;
- Allergic reactions to natural substances (e.g., bee or wasp stings);
- Psychological injury due to anxiety or embarrassment (e.g., re: body size or shape, lack of fitness or skill);
- Illness related to poor hygiene; and
- Other risks normally associated with the activity and environment.

Additional Comments/Requirements

Consent and Acknowledgement of Risk

Destination/Program/Activity(ies)

Dates (yyyy/mm/dd)

1. I acknowledge my right to obtain as much information as I require about this program or activity(ies) and associated risks and hazards, including information beyond that provided to me by the school or board.
2. I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that my child/ward may suffer personal and potentially serious injury arising from his/her participation.
3. My child/ward has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity(ies).
4. In the event my child/ward fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements. I assume all related costs.
5. I acknowledge that it is my responsibility to advise the Lead Teacher of any medical and/or health concerns of my child/ward that may affect his/her participation in the stated program or activity(ies).
6. I consent that the board, through its employees, agents and officers, may secure such emergency medical advice and services as they deem necessary for my child/ward's health and safety, and that I shall be financially responsible for any costs related to such advice and services.
7. I grant permission for Pacific Rim School District to use, without payment of any fee or charge and without limitation on time or frequency, for non-profit education and/or promotional purposes only, any photographs, video footage, audiotape or digital images of my child/ward.

☐ Yes ☐ No

My child/ward's identity ☐ May be revealed ☐ May not be revealed

8. Based on my understanding, acknowledgement, and consents as described herein,

Name of Student		Date of Birth (yyyy/mm/dd)	
has my permission to participate			
Date (yyyy/mm/dd)	Parent/Guardian Name	Signature	
Emergency Contact Numbers			
Home	Day Phone No.	Evening Phone No.	Cell

Personal information contained on this form is collected under the authority of the School Act for the purpose of participating in school trips. If you have any questions about this form, please contact your school administrator.

	ANNUAL PARENT/GUARDIAN INFORMED CONSENT FOR LOCAL COMMUNITY ACTIVITIES	School Name
Date (yyyy/mm/dd)		
Dear Parent/Guardian, The purpose of this form is to inform you about some of the out-of-school activities and/ or events in the local school community in which your child/ward will participate during this school year. Your signature at the bottom of this form confirms that you are aware of the information provided in this letter and permit your child/ward to participate in these activities.		
The	<i>Name of School District</i>	
And staff of	<i>Name of School</i>	
recognize that valuable and unique learning can take place outside of the school building. We are therefore encouraged to make use of the total resources available in the local community to meet curricular goals. During the school year, student groups will engage in activities within the local community that take them out of the school building and, on occasion, off the school grounds. These activities may include but are not limited to activities and events such as (schools should list some of the anticipated activities that they are aware of that are relevant to them; from experience or in planning for the present school year). The list need not be all-inclusive. The risk of injury exists in all student activity. The safety and well-being of students is a prime concern and every effort is made to minimize the foreseeable risks inherent in each activity. If, for some reason, your child/ward cannot or ought not to participate in local community off-site activities of this nature, please let us know. Parental/Guardian Informed Consent I/We understand and agree that the above is a part of the school program. I/We also understand that as a result of participating in this program that the participant is expected to follow the school's procedures and code of conduct and that any deviations from these may result in consequences from the school. I/We, having read and understood the above INFORMED CONSENT AGEEMENT in its entirety, consent that our child/ward may participate in local activities and events. (Note: Before your child/ward may participate in any local community activities, this signed consent form must be received by the school).		
<i>Student's Name (Please Print)</i>	<i>Home Room</i>	
<i>Parent/Guardian Signature</i>	<i>Date (yyyy/mm/dd)</i>	

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		PROPOSAL FOR HIGHER CARE FIELD TRIPS OUTDOOR PURSUIT/AQUATIC ACTIVITIES/TRAVEL EXCURSIONS		School Name	
Lead teacher					
Phone		Fax		Email	
Destination					
Departure Date (yyyy/mm/dd)		Departure time	Return Date yyyy/mm/dd)		Return time
Area of study		Purpose of trip			
Grade/home room		# of students	# of males		# of females
Supervisors' Names (Print; add rows if needed)		Staff (S)	Volunteer (V)	Other (O)	Gender: M/F
Lead teacher					
Other Supervisor					
Other Supervisor					
Other Supervisor					
Total number of supervisors					
Name of service provider (SP) (if applicable)		SP contact person		SP phone	
Transportation (check all that apply)					
Method			Driver		
☐	Walking		☐	Professional driver	
☐	Board-owned bus/van		☐	Volunteer driver (staff/other supervisor)	
☐	Public Transport		☐	Volunteer driver (student)	
☐	Charter bus		☐	Other (specify)	
☐	15-passenger van				
☐	Multifunction activity bus				
☐	By service provider				
☐	Transport not provided; participants responsible for own				

☐	Other		
Total cost and estimates for major budget items (e.g. food, gas, etc.)			
Sources of funding (i.e., cost/student, other sources)			
Equal access for all students: ☐ Yes ☐ No ☐ See attached			
Special needs addressed: ☐ Yes ☐ No ☐ N/A ☐ See attached			
Alternative activity for non-participants: ☐ Yes ☐ No			
Contingency plan			
Educational Value			
Goals and/or Student Learning Outcomes		Student preparation (e.g. re: knowledge, skills, attitudes, fitness)	
Activity(ies) that will occur		Follow-up activity(ies) that will occur	
Safety Guidelines			
I am familiar with relevant board policies, district procedures and the <i>YouthSafe Outdoors: Safety First! Guidelines for BC School Off-site Experiences</i> : ☐ Yes ☐ No			
Supervision Plan			
Briefly describe the supervision processes to be used: e.g., large or small group setting(s); lead/sweep; head counts; buddy system; level of supervision (constant visual, on-site, in the area); other elements of supervision plan as relevant			
Volunteer Plan (if relevant)			
Process to identify, screen if/as appropriate, and brief re: roles and responsibilities (e.g., briefing to be conducted when, where, how, by whom)			
Volunteer screening processes (check any and all that apply): ☐ Background Check ☐ Reference Check ☐ Criminal Records Check			

Volunteer briefing process re: their roles and responsibilities (e.g., briefing to be conducted when, where, how, by whom):

Emergency Plan

First Aid kit(s) (stocked and carried/accessible): ☐ Yes ☐ No

Emergency communications equipment carried and/or accessible (check any and all that apply):

☐ Telephone ☐ Cell phone ☐ Service Provider Responsibility ☐ None ☐ Other (specify):

Contacts and numbers, if relevant

Name of Primary First Aider, if relevant

Current Certification Held

Name of School Contact Available 24/7

Home

Work

Cell

Attachments Checklist (Check All That Apply and Attach to This Form)

☐	Detailed Trip Plan	☐	Volunteer Consent and Acknowledgement of Risk for Higher Care Off-site Activities/Travel Excursions
☐	Risk Management Plan	☐	Volunteer Driver Authorization form
☐	Itinerary Card	☐	Service Provider Proposal, Agreement and/or Contract
☐	Assessing Teacher/Leader Readiness for Higher Care Off-site Activities	☐	Passenger List form
☐	Parent/Guardian Consent, Acknowledgment of Risk and Limited Waiver for Higher Care Off-site Activities/Travel Excursions)	☐	Other (specify)
☐	Completed Checklist for Higher Care Outdoor Pursuit/Aquatic Activities attached		
☐	Relevant <i>Safety First!</i> Guidelines for the activities/outings attached. (highlight, copy and paste and save it in trip folder for submission)		

Evaluation

Criteria for success of off-site experience:

Process to determine success

<i>Name of Lead Teacher (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Name of Administrator (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Additional Approval (as needed) (specify name and title)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>

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		CHECKLIST FOR HIGHER CARE OFF-SITE ACTIVITIES		School Name	
✓ = Met		X = Not Met		? = Need More Information	
– = Not Applicable					
<i>Met</i>	<i>Criteria</i>				
	Administrative process respected (e.g., proposal submitted to appropriate administrator in time to be considered)				
	Accessibility/eligibility policy addressed (e.g., equal access; voluntary participation; special needs addressed)				
	Educational and/or other value of the activity/trip is evident (e.g., goals, objectives)				
	Activity/trip is appropriate for the students (e.g., age, preparation, and follow-up)				
	Duration of the activity/trip is appropriate and can be accommodated in the organization calendar				
	Destination or route assessed and appropriate (through pre-visit and/or other data collection)				
	Itinerary and activities are outlined and fit the objectives				
	The group appears adequately prepared for activity/trip (e.g., knowledge, skills, attitudes, fitness, clothing, equipment)				
	Parent/guardian information meeting date is planned, if holding one is appropriate for the trip (e.g., multi-day adventure trip)				
	Parental/guardian acknowledgement of risk and consents collected				
	Relevant student health and medical information and emergency contacts secured				
	Budget and financial arrangements appropriate (e.g., financial accessibility, sources of funding, payment schedule)				
	Transportation arrangements acceptable (type of vehicle and type of driver) and parental/guardian consent secured				
	Number and gender(s) of supervisors and supervision plan are appropriate for group, activities and sites/areas				
	Plan to ensure all students are clear re: rules, behavioral expectations and consequences				
	If overnighting, accommodations arrangements are acceptable, (e.g., safety, hygiene, security)				
	Leadership is competent to instruct/lead the particular group in the identified activity(ies) and environment(s)				
	Plan in place to brief supervisors re: trip purpose, logistics, roles/responsibilities, safety plan, emergency plan, etc.				
	Risk Management plan is in place (i.e., procedures for managing the key inherent risks of the activities, environments and students)				
	Emergency plan is in place to deal with injured/ill/lost/stranded student(s) or other members of the group (e.g., training, kits, communications equipment, back-up transportation, Emergency Services contacts)				
	Confirmation of the presence of appropriate alternative contingency plan(s) if the trip/part of the trip can't happen				
	Destination contact and phone number, e.g., outdoor centre, camp, local authority(ies)				
	Additional insurance needs addressed, if relevant (e.g., out-of-province medical, hospital care)				
	List of documents leader will carry (e.g., trip plan, permits, passenger lists, medical conditions and emergency contacts of students).				
	Principal or designate and Home Contact Person to receive copy of finalized trip plan, signed consent forms, passenger lists and other relevant documents				
	An appropriate plan in place to evaluate the activity/trip (e.g., criteria for success, process to evaluate)				
	Other relevant information unique to the particular trip. Specify:				
Comments					

<i>Name of Activity Leader (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Name of Program Manager or Designate (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Additional Approval (as needed) Specify</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>

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	DETAILED TRIP PLAN		School Name	
Complete if program/activity involves outdoor pursuits/aquatics activity, an overnight or longer outing, travel outside the province, and/or other higher care activities. Delete any irrelevant sections, or mark N/A (not applicable). Submit the completed form with the <i>Proposal for Higher Care Outdoor Pursuit/Aquatic Activity/Travel Excursion, Risk Management Plan</i> and <i>Itinerary Card</i> (if relevant). Take a copy of these forms on the trip and leave one with the school principal and home contact person.				
Name of trip or destination				
Date(s) (yyyy/mm/dd)				
<i>Key Contact Information</i>		<i>Work #</i>	<i>Home#</i>	<i>Cell#</i>
<i>Lead teacher</i>				
<i>Principal</i>				
<i>Home contact person</i>				
<i>Other trip supervisor</i>				
<i>Other trip supervisor</i>				
<i>Assistants/Volunteers</i>				
Capacities (i.e., what relevant key knowledge, skills, fitness and experience will the assistants/volunteers bring?)				
NAME		CAPACITIES		
Other staff & volunteers briefed re: logistics, roles/responsibilities/duties, expectations, safety plan & emergency plan:				
☐ Yes ☐ No Beyond general group supervision, note specific roles/responsibilities/duties of each person below:				
<i>Supervisor's Name</i>		<i>Roles/Responsibilities/Duties</i>		
<i>Students Not Attending</i>		<i>Alternative Arrangements/Assignments For These Students</i>		

<i>No-Shows at Departure</i>	<i>Follow-Up on These Students By School</i>
Parental/Guardian Consent, Acknowledgement of Risk and Health/Medical forms collected, reviewed to ensure complete and any questions clarified	<i>Initials</i>
<i>Comments</i>	
Volunteer Consent, Acknowledgement of Risk and Health/Medical forms collected, reviewed to ensure complete and any questions clarified	<i>Initials</i>
<i>Comments</i>	
Other supervisors and service providers apprised of medical conditions they should know about and appropriate response	<i>Initials</i>
<i>Comments</i>	
All trip supervisors aware of location of medical forms and copies left with principal and home contact person	<i>Initials</i>
<i>Comments</i>	
<i>Transportation</i>	
Driver(s) aware of route and safety expectations (see <i>Safety First!</i>)	<i>Driver(s) Initials</i>
<i>Vehicle 1</i>	<i>Licence #</i>
	<i>Driver(s) Name(s)</i>
<i>Vehicle 2</i>	<i>Licence #</i>
	<i>Driver(s) Name(s)</i>
<i>Vehicle 3</i>	<i>Licence #</i>
	<i>Driver(s) Name(s)</i>
Other modes of transportation (e.g., buses, planes trains, boats)	
<i>Modes</i>	<i>Contact Phone #</i>

<i>Equipment/Supplies (Attach gear list and complete the following)</i>			
Group Equipment Checked	<i>Initials</i>	Deficiencies Addressed	<i>Initials</i>
Student Clothing/Equipment Checked	<i>Initials</i>	Deficiencies Addressed	<i>Initials</i>
First Aid/Repair & Survival Kits Check	<i>Initials</i>	Deficiencies Addressed	<i>Initials</i>
<i>Accommodations Arrangements (e.g., hotel/motel, hostel)</i>			
<i>Date of Arrival</i>	<i>Location (City, Town)</i>	<i>Name of Accommodation</i>	<i>Phone Number</i>
<i>Budget</i>			
<i>Expenses</i>		<i>Source(s) of Funding and Amounts</i>	
Transportation:		School Budget:	
Food/Meals:		Fundraising (Specify):	
Accommodations:		Fee/Student:	
Service Providers:		Other (Specify):	
Fees/Licenses:		Other (Specify):	
Other (Specify):		Other (Specify):	
<i>Weather Forecast (Recognizing that local patterns can be different and longer-term forecasts are less reliable)</i>			
	Day 1	Day 2	Day 3
	Day 4		
Low/High Temp.	/	/	/
Wind Speed/Direction	/	/	/
Precipitation Type/Amount	/	/	/
<i>Site/area investigation (from pre-visit, review of maps, guidebooks, talking to local authorities, etc.). Comment on results of investigation (e.g., suitability for group and objectives)</i>			
<i>Winter road conditions report (from DriveBC or other reliable source):</i>			

Other local conditions report (e.g., from Parks office or other reliable source. May include snow report, water levels, wildlife warnings, etc., as relevant:

Risk Management Plan complete and attached: *Initials*

Communications Plan

Schedule of routine check-ins: *Initials*

Method of communication: *Initials*

Person to be contacted (School/Home Contact Person): *Initials*

Contingency plan if check-in missed: *Initials*

Emergency Procedures

Procedure if a participant is ill or has a non-life-threatening injury:

Emergency Contacts

<i>Type of Emergency Service</i>	<i>Agency</i>	<i>Phone No.</i>
Search and Rescue		
Medical		
Fire		
Police		

Names and Locations of Nearest Medical Facilities (Distinguish where there are changes at different points along the trip):

Other Relevant Information

<i>Name of Lead Teacher (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Name of Principal (please print)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>
<i>Additional Approval (as needed) (specify name and title)</i>	<i>Date (yyyy/mm/dd)</i>	<i>Signature</i>

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RISK MANAGEMENT PLAN

School Name

Trip

Trip Dates

Risks

Hazards

Mitigation Strategies

Plan/Notes

Name of Lead Teacher (please print)

Date (yyyy/mm/dd)

Signature

Comments

Name of Principal (please print)

Date (yyyy/mm/dd)

Signature

Comments

Additional Approval (if/as needed) (specify name and title)

Date (yyyy/mm/dd)

Signature

Comments

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ITINERARY CARD

School Name

Complete relevant cells. Please print.

Day No.	Of Number of Days	Objective							Date (yyyy/mm/dd)	
Location (Place Name, Camp #)	GPS Coordinates, Grid Reference, or Key Landmarks		Grid (Map) Bearing	Horizontal Distance	Height		Start Time	Program Activity	Known Hazards	Safety Procedures for These Hazards
	From	To			Gained	Lost				
Totals	Grid Reference refers to 6-digit location reference # (easterly, northerly)		Remember declination for field bearing	To nearest tenth of a kilometer	In meters or feet (specify)	In meters or feet (specify)			Keywords/ Phrases to cue unique hazards	Key words/phrases to cue unique procedures detailed in Risk Management Plan
Environmental Forecast for the day			(Enter data or note N/A if not applicable)				Alternative Routes/Plans			
Temperature (low/high)										
Wind speed/direction (from)										
Clouds (type/% coverage)										
Precipitation (type/amount)										
Time of dusk										
Water level (low, medium, high)										
Snow conditions (depth of base in cm/depth new in cm/avalanche hazard rating)										

	PARENT/GUARDIAN CONSENT, ACKNOWLEDGMENT OF RISK FOR HIGHER CARE ACTIVITIES/TRAVEL EXCURSIONS	School Name
<i>To the Parent(s)/Guardian(s) of</i>		
Name of Student	Grade	Homeroom
Please read the contents of this form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it.		
If this form is not signed and returned to the school by:		
Date (yyyy/mm/dd)		
your child WILL NOT BE ALLOWED TO ATTEND.		
Program/Activity Information		
Destination/activity	Date(s)	OR
Series of off-site activities (Specify course/program)		
Purpose or educational goal(s)		
Itinerary/activities		
Method of transportation	By	
Lead teacher		
Supervisory arrangements		
Cost to the student	What to bring	
Other consideration		
Board Responsibilities		
The board will make every reasonable effort to ensure or ascertain that: - The staff, volunteers and/or service providers involved are suitably trained and qualified. - The students are adequately supervised over the program/activity. - The location(s) used are appropriate for the activity(ies) and group. - Equipment used has been inspected and deemed appropriate and safe. - A Safety Plan is in place to identify and manage known potential risks. - An Emergency Plan is in place to deal with an injury or illness to any of the students.		
Potential Known Risks		
Potential known risks include the following <i>[The Educator-in-Charge should consult the YouthSafe Outdoors guidelines and any other relevant supporting materials. After completing the risk assessment, note the identified potential risks here. This placeholder text should be removed once the section is completed.]</i>		
Additional comments/requirements		

Consent and Acknowledgement of Risk

<i>Destination/Program/Activity(ies)</i>		<i>Date (yyyy/mm/dd)</i>
1.	I accept the mode of transportation for this activity.	
2.	I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or board	
3.	My child/ward has no illnesses, medical conditions or disabilities that make this trip inappropriate for him/her and I know of no health related or other reason why my child should not participate in this trip.	
4.	I will supply suitable clothing for my child's participation in all activities associated with the field trip. I accept full responsibility for any inadequate clothing or equipment which I provide. I am aware that I should contact the school for further information if I am unclear about what clothing or equipment is required for the activities or the possible weather conditions.	
5.	My child/ward is aware and agrees that he or she must wear appropriate safety equipment at all times while doing activities where this is required.	
6.	My child/ward and I understand that a failure to wear required or strongly recommended safety equipment could cause or contribute to a serious injury(ies)	
7.	I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that my child/ward may suffer personal and potentially serious injury arising from his/her participation.	
8.	My child/ward has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service providers administrators, instructors, and supervisors over all phases of the program/activity.	
9.	In the event my child/ward fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements and I will be responsible for any costs associated.	
10.	I acknowledge that it is my duty to advise the Lead Teacher of any medical/health concerns of my child/ward that may affect his/her participation.	
11.	I acknowledge that the board may choose to cancel the trip if travel conditions are deemed unsafe (e.g., weather, health advisory). I accept that the board will not be liable for any costs associated with such a cancellation.	
12.	I consent that the board, through its employees, agents and officers, may secure such emergency medical services and advice as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services and advice.	

13.	I grant permission for (insert name of board) to use, without payment of any fee or charge and without limitation on time or frequency, for nonprofit education and/or promotional purposes only, any photographs, video footage, audiotape or digital images of my child/ward. ☐ Yes ☐ No My child/ward's identity ☐ May be revealed ☐ May not be revealed			
14.	Accidents can happen. They can be the result of the nature of the activity and can occur with or without any fault on either the part of the student or the school board or its employees or agents, or the facility where the activity is taking place. In permitting my child/ward to attend this trip, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, to induce me to permit my child to take the trip, other than those set out in this document.			
Name of Student		Date of Birth		
has my permission to participate				
Date (yyyy/mm/dd)	Name (Please print)		Signature	
Emergency Contact's Name		Day Phone No.	Evening Phone No. Cell	
Emergency Contact's Name		Day Phone No.	Evening Phone No. Cell	
Off-Site Experience Emergency Medical Information (Write below or attach a separate page if more space is needed)				
Student Name		Birth date (yyyy/mm/dd)		
BC Medical Services Plan Personal Health No.		Student School Accident Insurance: ☐ Yes ☐ No		
Allergies (e.g., specific drugs, certain foods, insect stings, hay fever) Specify				
Reaction(s) to above?				
Carries Epi pen? ☐ Yes ☐ No Carries Ana Kit? ☐ Yes ☐ No				
Medical/physical conditions that may affect participation in the stated program/activity (e.g., recent illness or injury, recent hospitalization or surgery, chronic conditions, phobias, etc.). Be specific.				
Specify the condition(s) and requirements for program modification or specific activities your child should not participate in				
Medication(s) taken at this time (name, reason, dosage, storage, potential side effects/treatment of such)				
Other Health/Medical/Dietary Concerns				
Emergency Contacts Name		Day Phone No.	Evening Phone No. Cell	
Emergency Contacts Name		Day Phone No.	Evening Phone No. Cell	
Name of Physician		Phone		
Date (yyyy/mm/dd)				

<i>Name of Parent or Guardian who is filling out and signing this form</i>	<i>Signature of Parent/Guardian</i>
--	-------------------------------------

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STUDENT HEALTH/MEDICAL FORM FOR HIGHER CARE OFF-SITE ACTIVITIES/TRAVEL EXCURSIONS

School Name _____

Health/Medical Information (Write below or attach a separate page if more space is needed)

Student's Name _____

Birth Date (yyyy/mm/dd) _____

Student's Provincial Personal Health Care No. _____

Other Accident Insurance

☐ Yes ☐ No

Are the student's immunization and booster shots up-to-date? ☐ Yes ☐ No If no, please explain:

Known Conditions

Does the student have any medical, physical or other conditions?
Check all that apply

Provide additional detail
regarding any checked items:

☐ Recent illness or injury

☐ Recent hospitalization or surgery

☐ Recent contact with any communicable disease

☐ Physical disabilities or limitations

☐ Hip, knee, ankle, shoulder, arm or back injury or any other joint problems

☐ Eye, ear, or throat problems

☐ Asthma

☐ Diabetes

☐ Serious fears (e.g., the dark, water),

☐ ADD, ADHD or other behavioural condition

☐ Learning conditions

☐ Other condition(s) that may affect participation in the activity:

Allergies

Does the student have any allergies (e.g., specific drugs, certain foods, insect stings, hay fever, grass, pollen, animals, other)? ☐ Yes ☐ No

<i>Specify</i>			
Carries:	Inhaler	☐ Yes	☐ No
	EpiPen	☐ Yes	☐ No
Knows how to use it:	Inhaler	☐ Yes	☐ No
	EpiPen	☐ Yes	☐ No
If child has severe allergies, request and complete a <i>Notification of Severe Allergies</i> form.			
Program Modifications / Excluded Activities			
<i>Specify the condition(s) and requirements for program modification, or specific activities your child/ward may not participate in</i>			
Medications			
<i>Medication(s) the student is taking at this time (prescription and non-prescription)</i>			
If medication(s) need to be taken during program time, request and complete a <i>Medication Administration Form</i> .			
Any Other Health/Medical/Dietary Concerns			
<i>Name of Doctor</i>		<i>Phone</i>	
Emergency Contacts			
<i>Name</i>	<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell</i>
<i>Name</i>	<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell</i>
<i>Name of Parent or Guardian who is filling out and signing this form</i>		<i>Signature of Parent/Guardian</i>	
<i>Date (yyyy/mm/dd)</i>			

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		VOLUNTEER SCREENING			School Name	
<i>The contents of this form are confidential.</i> <i>Submit completed form to designated office or official.</i> DO NOT COPY.		Last Name				
		First Name				
		Birth Date (yyyy/mm/dd)				
		District No.		School		
<i>Application</i>						
☐ Form completed (attach form) ☐ Based on review of a completed application form, the applicant: ☐ Meets criteria for consideration for the volunteer position. ☐ Does not meet criteria for consideration for the volunteer position. If not accepted, reasons(s) for denial of application at this time:				☐ Form Not Completed Comments:		
<i>Screening Interview (completed by approved interviewers after (not during) interview).</i>						
Interviewed by:		Name		Role		Date (yyyy/mm/dd)
		Name		Role		Date (yyyy/mm/dd)
<i>Criteria</i>		Yes	No	Uncertain	<i>Explain No or Uncertain Results</i>	
Commits to	Review and comply with relevant board bylaws, policy, and procedures.					
Commits to	Have qualifications appropriate for the activity.					

Commits to	Know the details of the activity and their specific duties, responsibilities and authority.				
Commits to	Exhibit positive behaviour and be an acceptable role model.				
Commits to	Support and follow the organization code of conduct.				
Commits to	Report any inappropriate conduct to the lead teacher or principal.				
Commits to	Adhere to the schedule or itinerary.				
Commits to	Dress appropriately for the activity/environment.				
Commits to	Wear safety gear required or highly recommended				

Reference Checks

Contacted by	Contact Date (yyyy/mm/dd)	Length of Time Referee has known applicant	Relationship to applicant	Circle one			
				Applicant works well with children/ youth	Applicant works well with adults	Recommend applicant to board/school	Willing to have applicant work one-on-one with a student
				Yes No Uncertain	Yes No Uncertain	Yes No Uncertain	Yes No Uncertain
				Yes No Uncertain	Yes No Uncertain	Yes No Uncertain	Yes No Uncertain
				Yes No Uncertain	Yes No Uncertain	Yes No Uncertain	Yes No Uncertain

Explanations for any No or Uncertain responses

Other Screening Procedure(s)

Note: Identify additional screening procedure, if any, to be undertaken. Have any relevant documents (e.g., a Police Information Check, a Physician's Medical) submitted directly to an appropriate office or official, particularly where highly confidential documents are involved.

Local or Regional Approval

I confirm that the above-named person has been appropriately screened as per

Name of Organization

policy and procedures and are acceptable to work with youth as a volunteer.

Signature

Date (yyyy/mm/dd)

Senior or Official Approval

I confirm that the above-named person has been screen as per board requirements, policy and procedure, and that any additional screening has been completed and that the individual meets criteria for acceptance as a volunteer in the organization.

Signature

Date (yyyy/mm/dd)

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	VOLUNTEER HEALTH/MEDICAL FORM FOR HIGHER CARE OFF-SITE ACTIVITIES/TRAVEL EXCURSIONS	School Name _____
<i>Health/medical information (Write below or attach a separate page if more space is needed)</i>		
Name _____		
Birth Date (yyyy/mm/dd) _____	BC Medical Services Plan Personal Health Care No. _____	Other Accident Insurance ☐ Yes ☐ No
Known Conditions Do you have any medical, physical or other conditions? Check all that apply:		Provide additional detail regarding any checked items:
☐	Recent illness or injury	
☐	Recent hospitalization or surgery	
☐	Recent contact with any communicable disease	
☐	Physical disabilities or limitations	
☐	Hip, knee, ankle, shoulder, arm or back injury or any other joint problems	
☐	Asthma	
☐	Diabetes	
☐	High Blood Pressure	
☐	Heart Condition	
☐	Serious fears (e.g., the dark, water),	
☐	ADD, ADHD or other behavioural condition	
☐	Learning conditions	
☐	Other condition(s) that may affect participation in the activity:	
Allergies		
Do you have any allergies (e.g., specific drugs, certain foods, insect stings, hay fever, grass, pollen, animals, other)? ☐ Yes ☐ No		
Specify _____		
Do you carry a/an: Inhaler ☐ Yes ☐ No EpiPen ☐ Yes ☐ No Twinjet ☐ Yes ☐ No Note: If you have severe allergies, complete a <i>Severe Allergy Notification</i> form.		

Program Modifications / Excluded Activities

Specify the condition(s) and requirements for program modification, or specific activities you will not participate in.

Medications

Medication(s) that you are taking at this time (prescription and non-prescription)

Medication(s) that need to be taken during program time (name, reason, dosage, storage, potential side effects/treatment of such)

Note: Where medications need to be taken during a program or off-site activity, they must be brought in their original labeled container.

Any Other Health/Medical/Dietary Concerns

Name of Doctor

Phone #

Signature

Date (yyyy/mm/dd)

Name of Parent/Guardian (if under 18 years of age)

Signature

Date (yyyy/mm/dd)

Emergency Contacts

Name

Day Phone No.

Evening Phone No.

Cell

Name

Day Phone No.

Evening Phone No.

Cell

Signature

Date (yyyy/mm/dd)

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PASSENGER LIST

School Name

Trip Destination

Driver/Vehicle information

Driver's Name

Vehicle Make/Model

License Plate #

Passenger List

1.	25.	49.
2.	26.	50.
3.	27.	51.
4.	28.	52.
5.	29.	53.
6.	30.	54.
7.	31.	55.
8.	32.	56.
9.	33.	57.
10.	34.	58.
11.	35.	59.
12.	36.	60.
13.	37.	61.
14.	38.	62.
15.	39.	63.
16.	40.	64.
17.	41.	65.
18.	42.	66.
19.	43.	67.
20.	44.	68.
21.	45.	69.
22.	46.	70.
23.	47.	71.
24.	48.	72.

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VOLUNTEER APPLICATION FOR HIGHER CARE OFF-SITE ACTIVITIES/TRAVEL EXCURSIONS

School Name

This application is to be completed by adults who wish to participate in board-sanctioned programs as volunteers. It may be relied upon in the event of an emergency. It is the individual's responsibility to update appropriate personnel of any changes to his/her health status over the period this form covers.

Board/School

Status

☐ New ☐ Returning

Salutation

☐ Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐ Other

Last Name

First Name

Middle Initial

Nickname:

Gender: ☐ Male ☐ Female

Date of Birth (yyyy/mm/dd)

Age

Street Address

City/Town

Prov

Postal Code

Day Phone No.

Evening Phone No.

Cell

E-mail

BC Medical Services Plan Personal Health No.

Current Employer

Occupation

Acknowledgements and Consent

1. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the organization or board.
2. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that I may suffer personal and potentially serious injury arising from my volunteer involvement.
3. I acknowledge that the lead teacher has the right to refuse to allow me to participate in any activity if, in that person's opinion, I am not adequately fit and equipped or otherwise ready to participate safely.
4. I agree to abide by the rules and regulations including directions and instructions from the school's/service provider's administrators and staff while volunteering in the program or activity(ies).
5. I acknowledge that it is my duty to advise the board of any medical/health concerns, fitness and/or skill limitations I have that may affect my participation.
6. I acknowledge that, if I become incapacitated through injury or illness and cannot make decisions for myself, the trip leaders may secure such emergency medical services (e.g., ambulance) as they deem necessary for my immediate health and safety, and that I shall be financially responsible for such services.

7. I grant permission for <i>(name of board)</i> the right to use, without payment of any fee or charge and without limitation on time or frequency, for nonprofit educational, promotional or publicity purposes only, any photographs, video footage, audiotape or digital images.	
<i>Name</i>	<i>Signature</i>
<i>Date (yyyy/mm/dd)</i>	
<i>Volunteer Information</i>	
<i>Program, Activity or Event</i>	
<i>Volunteer Position Applied For</i>	
<i>Expectations of Volunteers</i>	
Volunteers are an important part of the leadership team for an off-site activity and are expected to:	
a) Review and comply with relevant board bylaws, policy, and procedures. b) Have qualifications appropriate for the activity. c) Know the details of the activity(ies) and their specific duties, responsibilities and authority. d) Exhibit positive behaviour and be an acceptable role model. e) Support and follow the board/school code of conduct. f) Report any inappropriate conduct to the lead teacher. g) Adhere to the schedule or itinerary. h) Dress appropriately for the activity/environment. i) Wear any safety equipment required or highly recommended for the activity(ies) and environment(s).	
<i>Personal References (Name and Contact Information) – for new applicants only</i>	
<i>Agreements and Consents</i>	
1. I have read the Board Expectations for Volunteers and agree to meet these expectations to the best of my ability.	
2. I consent to <i>(name of board)</i> _____ contacting the individuals I have noted as references.	
3. I agree, where this part of the screening process for relevant volunteer positions, to submit to a Police Information Check.	
<i>Signature of Applicant</i>	<i>Date (yyyy/mm/dd)</i>
<i>Signature of Parent/Guardian if applicant is under 18</i>	<i>Date (yyyy/mm/dd)</i>

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VOLUNTEER CONSENT AND ACKNOWLEDGEMENT OF RISK FOR HIGHER CARE OFF-SITE ACTIVITIES/TRAVEL EXCURSIONS

School Name

Program/Activity Information (Read attached Program/Activity Information prior to reading and completing this form)

Volunteer Name	Phone Number	E-mail
Program/Activity	Date (s) (yyyy/mm/dd)	

OR Series of Off-Site Activities (Specify Program)

Lead Teacher:	Phone Number	E-mail
---------------	--------------	--------

Board Expectations for Volunteers

Volunteers are an important part of the leadership team for an off-site activity and are expected to:

- a) Review and comply with relevant board policy
- b) Have qualifications appropriate for the off-site activity
- c) Know the details of the off-site activity and their specific duties, responsibilities and authority prior to departure

- d) Exhibit positive behaviour and be an acceptable role model.
- e) Support and follow the school code of conduct.
- f) Report any inappropriate conduct to the lead teacher.
- g) Adhere to the schedule or itinerary.
- h) Dress appropriately for the off-site activity.

Potential Known Risks

Potential known risks include the following

Consent and Acknowledgement of Risk

Destination/Program/Activity(ies)	Date (yyyy/mm/dd)
1. I accept the mode of transportation for this activity. 2. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or board. 3. I freely and voluntarily assume the risks/hazards inherent in the program/activity(ies) and understand and acknowledge that I may suffer personal and potentially serious injury arising from my volunteer involvement. 4. I understand that as a volunteer, I am covered by liability insurance but not covered under Worker's Compensation Board (WCB) Insurance. 5. I agree to abide by the rules and regulations including directions and instructions from the school's/service provider's administrators and staff while volunteering over the program or activities. 6. I acknowledge that it is my duty to advise the board of any medical/health concerns that may affect my participation.	

7.	I understand that I am obliged to keep confidential any student personal information (in particular health information) that is disclosed to me by the school, except as required for the purposes of discharging my obligations over the program/activity(ies).	
8.	I acknowledge that the board may choose to cancel the trip if travel conditions are dangerous, or for whatever reason, deemed unsafe (e.g., weather, health issues). I accept that the board will not be liable for any costs associated with such a cancellation.	
9.	I consent that the board, through its employees, agents, and officers, may secure such medical services and advice as they deem necessary for my immediate health and safety, and that I shall be financially responsible for such services and advice.	
10.	I grant permission for (name of board) the right to use, without payment of any fee or charge and without limitation on time or frequency, for nonprofit educational, promotional or publicity purposes only, any photographs, video footage, audiotape or digital images.	
11.	I understand, acknowledge and consent to the above as described herein.	
<i>Date (yyyy/mm/dd)</i>	<i>Name (Please print)</i>	<i>Signature</i>
<i>Parent/Guardian consent (if under 18 years of age)</i>		
Off-site Experience/Activity Emergency Medical Information (Attach a separate page if more space is needed)		
<i>Volunteer Name</i>		<i>Birth Date (yyyy/mm/dd)</i>
<i>BC Medical Services Plan Personal Health Care No.</i>		
Allergies		
<i>Do you have any allergies (e.g., specific drugs, certain foods, insect stings, hay fever?) (specify)</i>		
<i>Reaction to above</i>		
Carries EpiPen? ☐ Yes ☐ No Ana Kit? ☐ Yes ☐ No Note: If you have severe allergies, complete a <i>Severe Allergy Notification</i> form.		
<i>Medical/Physical conditions that may affect participation in the program/activity (e.g., recent illness/injury, chronic conditions, phobias)</i>		
<i>Specify the condition(s) and requirements for program modification, or specific activities you will not participate in.</i>		
Medications		
<i>Medication(s) taken during program time (name, reason, dosage, storage, potential side effects/treatment of such)</i>		

Note: Where medications need to be taken during a program or off-site activity, they must be brought in their original labeled container.

Any Other Health/Medical/Dietary Concerns

Emergency Contacts

<i>Name</i>	<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell</i>
<i>Name</i>	<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell</i>
<i>Signature</i>	<i>Date (yyyy/mm/dd)</i>		

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	MEDICATION ADMINISTRATION PARENT/GUARDIAN REQUEST		School Name
Where your child/ward needs to take or have administered a prescription or non-prescription drug during program hours or while on an off-site experience, it is important that the teacher/leader or volunteer who will be managing this has sufficient information to do the job in a timely and safe manner. To that end, please complete this form and submit it to the teacher/leader or designate. NOTE: This form is supplementary and does not replace the documented health plans required under our District Policy and Administrative Procedure.			
<i>Student Name</i>			
<i>Parent/Guardian Name</i>			
<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell</i>	
I hereby request and consent to the (name of board/school authority) administering or supervising the self-administration by my child/ward, the following medication(s).			
<i>Name of Medication</i>			
Can the child self-administer the medication? ☐ Yes ☐ No			
<i>Dosage (Amount to be Administered)</i>			
<i>Date(s) (yyyy/mm/dd)</i>			
<i>Time(s)</i>			
<i>Medication Storage Requirements</i>			
<i>Special Instructions</i>			
<i>Potential Side Effects</i>			
<i>Treatment of Side Effects</i>			
NOTES: Where medications need to be taken during a program or off-site activity, they must be brought in their <u>original labeled container</u>. The Administration of Medication and Student Health Support Administrative Procedure notes students may self-carry emergency medications when developmentally appropriate and when this is outlined in their health plan.			

If the child is to keep the medication on their person (e.g., inhaler, EpiPen), it should be carried in a fanny pack or secure pocket for quick access.

Where staff or volunteers assume responsibility for storing a student's medications during a program or off-site experience, all remaining medication will be returned to the student or the parent/guardian at the end of the program.

Parent/Guardian Signature

Date (yyyy/mm/dd)

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MASTER AGREEMENT AND MUTUAL INDEMNIFICATION

School Name

Master Agreement AND Mutual Indemnification

(Name of School District/School Authority and Address)

AND

(Name of Firm and Address)

(Description of Activity – Who is going where, when and what will they be doing there)

This agreement serves to identify the specific duties and areas of responsibility and accountability of the school district and those of the firm involved in providing the above activity. Responsibility and accountability may be held by the district, the firm, or in some cases, both, as detailed below.

A. Outline of Areas of Responsibility and Accountability of the School District and of the Firm

1. Transportation (e.g., to and from site, during activity)
2. Equipment and Facility (e.g., personal and group equipment used for the activity, infrastructure)
3. Supervision (e.g., during transportation, during activity times, during 'off-activity' times on-site)
4. Instruction (e.g., safety briefings, hazard warnings, technical instruction re: the activity(ies))
5. Navigation (e.g., route finding in backcountry, signage at a resort/camp)
6. Emergency Response (e.g., first response rescue, first aid, contacting external EMS)
7. Other (specify)

B. Mutual Indemnification Agreement

(Name of School District) indemnifies and saves harmless **(Name of Firm)**, its employees, officers, directors and agents from any and all costs, claims, actions, loss, injury, expense, damages, fines or recoveries, whatsoever arising out of any negligent act or omission of **(Name of School District)**, its employees, officers, directors, agents, and volunteers in connection with the aforementioned activity;

AND

(Name of Firm) indemnifies and saves harmless **(Name of School District)**, its employees, officers, directors, agents, and volunteers from any and all costs, claims, actions, loss, injury, expense, damages, fines, or recoveries, whatsoever arising out of any negligent act or omission of **(Name of Firm)**, its employees, officers, directors, and agents in connection with the aforementioned activity;

AND

Such indemnity shall include all reasonable legal costs (including fees and disbursements) incurred by the party indemnified but does not include any administrative costs incurred by the party indemnified.

<i>Specific limit of general liability insurance of (Name of School District)</i>	
<i>Specific limit of general liability insurance of (Name of Firm)</i>	
<i>Signed on behalf of (Name of School District)</i>	
<i>Date (yyyy/mm/dd)</i>	<i>Print Name</i>
<i>Phone No.</i>	<i>Email</i>
<i>Signed on behalf of (Name of Firm)</i>	
<i>Date (yyyy/mm/dd)</i>	<i>Print Name</i>
<i>Phone No.</i>	<i>Email</i>
Note: Please forward completed copies of this form to your District Office.	

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	NOTIFICATION OF SEVERE ALLERGIES			School Name
This form enables	Pacific Rim School District Staff			
staff or volunteers to provide emergency medical aid to your child/ward during severe allergic reaction.				
NOTE: This form is supplementary and does not replace the documented health plans required under our District Policy and Administrative Procedure.				
<i>Student Name</i>				
<i>Parent/Guardian Name</i>		<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell Phone</i>
<i>Parent/Guardian Name</i>		<i>Day Phone No.</i>	<i>Evening Phone No.</i>	<i>Cell Phone</i>
<i>Name of Student's Doctor</i>		<i>Phone</i>		
Note: Please attach a recent photo of the child.				
<i>Specific things the child is allergic to</i>				
<i>Ways to minimize exposure to the known allergens during the program</i>				
<i>General signs and symptoms of the reaction</i>				
<i>Emergency protocol</i>				
<i>Parent/Guardian Signature</i>			<i>Date</i>	

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	MEDICATION ADMINISTRATION LOG					School Name
Date	Time	Program	Student Name	Medication and Dosage	Administered by	Comments

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FIRST AID LOG

School Name

Date	Program/ Activity	Name of Injured	Injury Sustained	How it Happened	First Aid Administered	By Whom?	Signature of First Aider	Parents/ Guardians Informed

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	INCIDENT REPORT FOR LOCAL LOW RISK OFF-SITE ACTIVITIES	School Name
<i>Complete this form following any significant incident or accident and submit to your Principal or designate within 24 hours. Serious incidents must be reported to a District/School Authority office. Please print.</i>		
Name of Person Involved		Age
Address		
Phone No.	☐ Male ☐ Female	
Program Name	Location	
Date (yyyy/mm/dd)	Time of Incident (am/pm)	
Type of Incident (check most significant)		
☐ Injury	☐ Illness	☐ Lost
☐ Behavioural	☐ Property Damage	☐ Near Miss
<i>Description of Incident. Include: (a) what happened, (b) where, (c) how, and (d) why. Note location and any equipment, apparatus, or contributing factors involved.</i>		
<i>If an injury was sustained, describe (a) the type of injury(ies), (b) body part(s) affected, (c) specify right/left side.</i>		
<i>Describe any first aid administered.</i>		
First aid administered by		Signature
Were Emergency Services activated?	☐ Yes ☐ No	
If yes, which one(s)?	☐ Ambulance ☐ Police ☐ Fire ☐ Parks ☐ Other (specify)	
Was the individual taken to a hospital/MediCentre?	☐ Yes ☐ No If yes, which one?	
<i>If parent/guardian not present, who (which staff member/volunteer) accompanied child?</i>		

<i>Witnesses</i>	
<i>Name</i>	<i>Phone No.</i>
<i>Name</i>	<i>Phone No.</i>
<i>Name</i>	<i>Phone No.</i>
Preserve any physical evidence. Take pictures and/or video if possible.	
<i>Reporting</i>	
<i>Prepared by (Print Name)</i>	<i>Signature</i>
<i>Position</i>	<i>Date (yyyy/mm/dd)</i>
<i>Phone No.</i>	<i>Email</i>
<i>Received by (Print Name)</i>	<i>Signature</i>
<i>Position</i>	<i>Date (yyyy/mm/dd)</i>
<i>Phone No.</i>	<i>Email</i>

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		INCIDENT REPORT FOR HIGHER CARE OFF-SITE ACTIVITIES/TRAVEL EXCURSIONS			School Name	
<i>Incident Data</i>		Year (YYYY)	Month (MM)	Day (DD)	Hour:Minute	
Date and approx. time incident occurred						
Date and approx. time of first response						
Date and approx. time incident resolved (e.g., injured student treated, lost student found)						
Location of incident (closest town or geographic landmark or map name and grid reference)			Total numbers in the group (including students, teachers/leaders and others)			
Total number injured, ill, lost, missing or stranded						
Program			Activity(ies) the subjects were involved in (e.g., canoeing, camping)			
<i>Type of Incident. Check the most significant</i>						
☐ Injury ☐ Illness ☐ Lost ☐ Behavioural ☐ Property Damage ☐ Near Miss						
Incident environment (Select from list provided at the end of this form)						
Weather conditions at the time (Select from list provided at the end of this form)						
Was weather a factor in the response? ☐ Yes ☐ No						
<i>Type(s) of Response</i>						
Search ☐ Yes ☐ No Rescue ☐ Yes ☐ No First Aid ☐ Yes ☐ No Evacuation ☐ Yes ☐ No						
Incident description (detailed description of what happened)						
Causes/contributing factors that led to incident (why it happened). Include any suggestions or recommendations:						
<i>Group/Subject Data</i>						
Student age range ____ to ____ Gender ____ #M ____ #F						
Subjects Involved in Incident	Subject 1	Subject 2	Subject 3	Subject 4		
Age (years)						
Gender	☐ M ☐ F	☐ M ☐ F	☐ M ☐ F	☐ M ☐ F		

<i>Subject Condition</i> (please select from list below)				
Nature of Injury(ies)				
Body Region(s) Most Affected (write, draw a body and circle affected parts, or both). Specify right or left.				

Response Codes

Please use these codes to respond to related questions above:

Environment	Weather	Subject Condition	Nature of Injuries
01 Urban/suburban land	01 Cold temperature	01 Good condition	01 Fracture/Dislocation
02 Flat land	02 Dry/normal	02 Ill (Sick)	02 Open wound
03 Rugged land	03 Rain/freezing rain	03 Hypothermic	03 Sprain/Strain
04 Mountain	04 Snow	04 Shock	04 Burn
Water	05 Windy	05 Unconscious	05 Abrasion/Scrape
05 River/Lake	98 Other, specify	06 Minor injuries	06 Teeth Broken/Loose
06 Swift water	99 Unknown	07 Major injuries	07 Concussion
07 Flood/control system		08 Deceased	08 Infection
98 Other, specify		98 Other, specify	98 Other, specify
99 Unknown		99 Unknown	99 Unknown

Response Data

Did you/your group manage the incident without external assistance? ☐ Yes ☐ No

Briefly describe the search/rescue/first aid/evacuation process you use

Which, if any, subjects were transported to medical care? (note 1-4 from previous page)		
☐ 1 ☐ 2 ☐ 3 ☐ 4		
Which, if any, subjects were transported home? (note 1-4 from previous page)		
☐ 1 ☐ 2 ☐ 3 ☐ 4		
If emergency services assistance was sought (e.g., RCMP, police, ambulance, parks staff, search and rescue volunteers, etc.) please specify which types of emergency responders were involved		
Briefly describe the search/rescue/first aid/evacuation process those responders used		
Were students involved in an incident debriefing? If so, briefly describe the debriefing process and outcomes of this debriefing		
Record Names and Contact Information of Key Witnesses		
<i>Name</i>	<i>Role</i> (e.g., teacher, leader, student)	<i>Phone</i>
Preserve any physical evidence. Take pictures and/or video if possible.		
Reporting		
<i>Prepared by (Print Name)</i>	<i>Signature</i>	
<i>Position</i>	<i>Date (yyyy/mm/dd)</i>	
<i>Phone No.</i>	<i>Email</i>	
<i>Received by (Print Name)</i>	<i>Signature</i>	
<i>Position</i>	<i>Date (yyyy/mm/dd)</i>	

<i>Phone No.</i>	<i>Email</i>
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PACIFIC RIM SCHOOL DISTRICT POLICY COMMITTEE MEETING INFORMATION SHEET

Date: December 2, 2025
To: Policy Committee
From: Paula Mason, Manager of Corporate Services
Subject: Fundraising Information Sheet

BACKGROUND

The purpose of this report is to introduce the Fundraising Policy and accompanying Administrative Procedure for the Committee's review. Schools and Parent Advisory Councils regularly engage in fundraising activities to enhance student programming, extracurricular opportunities, and school initiatives. While fundraising occurs across the District, practices have not previously been governed under a single, modernized framework that clearly defines authority, financial responsibility, reporting expectations, and accountability.

School-generated funds — defined as funds raised in the name of the school or District — are public funds and are subject to the same standards of oversight, transparency, and responsible financial management as other public monies entrusted to the District. In recent years, school districts across British Columbia have strengthened their internal controls, reporting practices, and oversight models to meet audit and governance expectations.

To support consistency, accountability, and transparency, this Policy and Administrative Procedure establish a clear framework for approval, administration, use, and reporting of funds raised in the name of the District and its schools.

DISCUSSION

The Fundraising Policy and corresponding Administrative Procedure address the following important pieces:

Governance & Authority

- Clarify that all fundraising conducted in the name of the school or involving students requires approval by the Principal.
- Define when Parent Advisory Council (PAC) fundraising falls under District oversight (i.e., when students are involved and/or activities are conducted in the name of the school).
- Distinguish fundraising from donations and corporate sponsorship, which are governed under separate Board policies and procedures.

Financial Responsibility & Controls

- Establish that school-generated funds are public funds held in trust by the Board.
- Require funds to be deposited into District-authorized accounts.
- Prohibit the use of personal accounts for school fundraising activities.
- Require appropriate recordkeeping, documentation, and oversight.

Reporting & Oversight

- Introduce a requirement for schools to submit a monthly fundraising and school-generated funds report to the District Finance Department.
- Require reporting on activities undertaken, amounts raised, expenditures, and balances.
- Provide authority for the Finance Department to review, audit, and follow up on irregularities or concerns.

Use of Funds

- Require that funds be used for the purpose for which they were raised.
- Establish a “like-use” principle for unspent funds, ensuring funds remain aligned to the original intent of fundraising activities (e.g., music fundraising remains in music programming).
- Provide direction on refunds, surplus funds, and project cancellation.

Benefits

Implementation of this Policy and Administrative Procedure will:

- strengthen financial accountability and audit readiness;
- ensure public trust in the use of student-raised funds;
- improve consistency across schools;
- clarify responsibilities for Principals, staff, and PACs; and
- protect the District from financial and reputational risk.

Financial Implications

There are no direct financial implications resulting from the adoption of this Policy and Administrative Procedure. Implementation is expected to improve financial controls and strengthen accountability for existing funds.

Conclusion

The Fundraising & School-Generated Funds Policy and Administrative Procedure provide a timely and necessary framework to support ethical fundraising practices, sound financial management, and transparency across the District. They reflect current governance standards and align with expectations for the responsible management of public funds.



XXX: Fundraising (P)

First Review: 25 12 02

1. PURPOSE

The Board of Education supports fundraising activities that enhance student learning and school programs when they are conducted in a responsible, ethical, and transparent manner.

School-generated funds are public funds held in trust by the Board and must be administered with integrity, accountability, and in accordance with sound financial practices and the District's administrative procedures.

Donations and sponsorships are distinct from fundraising and are governed under separate Board policies and administrative procedures.

2. DEFINITIONS

“Fundraising” Any organized activity or appeal conducted in the name of the school or District to raise money through events, product sales, or community campaigns to support school programs, services, or student activities. Fundraising does not include donations (gifts with no expectation of return) or sponsorships (support provided in exchange for recognition or benefit), which are governed under separate Board policies and administrative procedures.

“School-Generated Funds (SGF)” Funds raised or collected in the name of the school or District through fundraising activities, fees, or other local sources and administered by the District.

“Parent Advisory Council (PAC) Funds” Funds raised independently by a Parent Advisory Council operating under its own name and bank accounts. Unless formally transferred to the District, PAC funds are not considered school-generated funds.

3. SCOPE

This Policy applies to all fundraising conducted in the name of the District or its schools, programs, teams, clubs, or departments.

Parent Advisory Council (PAC) funds remain under the control of the PAC only when fundraising is conducted in the PAC's own name and accounts. Any fundraising activity that involves students or is carried out in the name of the school must be approved by the Principal, regardless of whether the funds are intended for PAC use or school use.

Funds become school-generated funds once they are formally transferred to the District.

4. PRINCIPLES

All fundraising activities and school-generated fund usage must:

- support student learning and well-being;
- operate equitably and respectfully of family circumstances;



- uphold public confidence in the District;
- comply with legislation and Board policy;
- align with the district's strategic goals; and
- reflect sound stewardship of public resources.

5. ROLES AND RESPONSIBILITIES

Board of Education - approves policy and ensures governance oversight of school-generated funds.

Superintendent - approves procedures.

Secretary-Treasurer - implements controls, ensures compliance, and oversees district reporting.

Principals - approve fundraising projects and ensures SGF are administered properly.

Staff, Students, and Volunteers - conduct fundraising according to policy and procedures.

PACs - may fundraise independently when acting in the PAC's own name and accounts; must follow this Policy when fundraising involves students or is carried out in the name of the school.

6. ACCOUNTABILITY

All SGF shall be deposited, accounted for, and reported in accordance with District financial procedures and included in District audits and financial statements.

Resources and References

Pacific Rim School District XXXX: Fundraising (AP)

Pacific Rim School District 3300: Corporate Sponsorship (AP)

Pacific Rim School District XXXX: Donations (AP)

Campbell River School District Operational Procedure 150



XXXX: Fundraising (AP)

First Review: 25 12 02

1. PURPOSE

This Administrative Procedure establishes how fundraising activities are approved, how school-generated funds (SGF) are administered, and how the District ensures financial integrity and transparency. It is guided by Pacific Rim School District's Fundraising Policy.

The intent of this procedure is to ensure that funds raised in the name of the school or District are managed as public funds and are safeguarded through appropriate internal controls, reporting, and oversight consistent with public-sector accounting practices in British Columbia.

2. DEFINITIONS

“Fundraising” Any organized activity or appeal conducted in the name of the school or District to raise money through events, product sales, or community campaigns to support school programs, services, or student activities. Fundraising does not include donations (gifts with no expectation of return) or sponsorships (support provided in exchange for recognition or benefit), which are governed under separate Board policies and administrative procedures.

“School-Generated Funds (SGF)” Funds raised or collected in the name of the school or District through fundraising activities, fees, or other local sources and administered by the District.

“Parent Advisory Council (PAC) Funds” Funds raised independently by a Parent Advisory Council operating under its own name and bank accounts. Unless formally transferred to the District, PAC funds are not considered school-generated funds.

3. APPROVAL AND PLANNING

All fundraising that involves students or is carried out in the name of the school must be approved by the Principal prior to the activity taking place, regardless of whether the activity is initiated by school staff, students, or a Parent Advisory Council (PAC).

Fundraising conducted by a PAC in its own name and accounts remains under PAC authority, however where a PAC:

- involves students in the activity, and/or
- conducts fundraising in the name of the school (including use of the school name, logo, or reputation),

the activity becomes subject to this Administrative Procedure and requires Principal approval.

Schools are expected to maintain an annual overview of fundraising activities. This does not need to be complex, but should summarize the types of activities planned, their intended purposes, and who is responsible for oversight.

For each fundraising initiative, the supervising staff member or PAC representative must provide the Principal with a brief description of the activity, including the intended use of proceeds, anticipated timelines, level of student involvement, and any risks associated with the activity (for example,



safety, workload, or reputational considerations). Approval must be obtained before fundraising activities are commenced.

4. FINANCIAL ADMINISTRATION

Funds raised in the name of the school or District are school-generated funds and must be deposited into District-authorized accounts. Under no circumstances may fundraising money be deposited into personal bank accounts or held off-site for extended periods.

All cash and cheques must be secured until deposited. Where reasonably possible, two individuals should be involved in counting funds, and appropriate documentation must be maintained to record amounts received.

Funds collected during fundraising must be deposited intact and in a timely manner. Fundraising proceeds may not be used to make purchases before being deposited into the school-generated funds account.

4. INTERNAL CONTROLS AND OVERSIGHT

Schools must take reasonable steps to ensure that the handling of funds is structured to minimize errors and the risk of misuse. Whenever possible, the roles of collecting funds, recording transactions, and completing bank reconciliations should be shared among different individuals. The Principal remains responsible for oversight regardless of how duties are assigned.

All expenditures from school-generated funds must follow District purchasing and payment procedures. Cash purchases are not permitted. Every transaction must be supported by proper documentation, including invoices or original receipts.

Where fundraising involves the sale of goods, schools must maintain records of inventory received, sold, and returned. The district's Finance department must be notified immediately if there are any discrepancies between inventory and funds collected and discrepancies must be investigated without delay.

5. ACCOUNTING AND RECONCILIATION

Each school must keep accurate records of all fundraising activity and SGF transactions. Records should be organized by activity or account to allow for easy tracking of funds raised, spent, and the remaining balances.

Bank accounts related to SGF must be reconciled on a monthly basis. The Principal is responsible for reviewing and signing each reconciliation and ensuring discrepancies are resolved.

The district's Finance Department may review reconciliations, request supporting documentation, and conduct periodic internal audits or reviews to confirm compliance with District procedures and financial reporting standards.

6. USE OF FUNDS

Funds raised through fundraising must be used only for the purpose communicated at the time of the activity. They may not be redirected for unrelated use without approval. If funds remain after a project is completed or cancelled, the remaining balance must be used for a purpose consistent



with the original intent of the fundraising activity. For example, unused funds raised for a band trip must be redirected to the music program, such as for student activities, instruments, or related equipment.

When funds are redirected, the revised purpose must be documented, and schools should communicate the change to families or contributors where practicable. Funds raised through group sales or events are not individually refundable unless this was clearly stated in advance. It is expected that funds raised are used by the end of the school year unless being accumulated for a specific purpose, i.e. playgrounds, international student trips.

7. MONTHLY REPORTING TO THE DISTRICT

Each school is required to submit a monthly Fundraising and School-Generated Funds Report to the district's Finance Department. This report must include:

- the fundraising activities completed during the month,
- the amounts raised for each activity,
- expenditures to date,
- a brief explanation of how funds were used, and
- remaining balances.

The Principal is responsible for reviewing and certifying the report before submission.

8. OVERSIGHT AND ESCALATION

The district's Finance Department may follow up with schools requesting clarification, conduct reviews, or providing direction where concerns are identified.

Failure to comply with reporting requirements or internal control expectations may lead to increased oversight, suspension of fundraising privileges, or administrative review.

9. RECORDS AND RETENTION

All financial records must be retained in accordance with District records management requirements and must be available for audit.

10. NON-COMPLIANCE

Failure to follow this Administrative Procedure may result in corrective or disciplinary action as determined by the District. Questions about fundraising or financial administration should be directed to the Secretary-Treasurer or designate.

RESOURCES AND REFERENCES

Pacific Rim School District XXXX: Fundraising (P)
Campbell River School District Operational Procedure 150
Pacific Rim School District 3300: Corporate Sponsorship (P)
Pacific Rim School District 3300: Corporate Sponsorship (AP)
Pacific Rim School District XXXX: Donations (P)
Pacific Rim School District XXXX: Donations (AP)