



**SD70 (ALBERNI) BOARD OF EDUCATION
PUBLIC AGENDA
5:00 pm – November 12, 2019
Administration Office, Port Alberni, B.C.**

Call to Order – Trustee Craig

Questions of Agenda/Approval of Agenda for November 12, 2019

Conflict of Interest Declaration

1.0 Adoption of Minutes of October 8, 2019

2.0 Announcements of the Chair

3.0 Good News from the Schools - Nil

4.0 Trustee Statements

5.0 Petitions/Delegations/Presentations

5.1 ADTU – *Cindy Hewitt*

6.0 Staff Reports

6.1 Superintendent's Report

The Superintendent will provide his monthly report.

Greg Smyth

6.2 Name Change

Discussion regarding the process of changing the names of the District and Ucluelet Secondary School will continue.

Greg Smyth

6.3 Expenditures for August 2019

RECOMMENDATION

It is recommended that the expenditures for the month of August 2019 be approved as follows:

Description	August
Supplies and Services	\$1,086,315.12
Salaries and Benefits	\$997,228.63
	\$2,083,543.75

RATIONALE

Trustees have reviewed the cheque listings.

Lindsay Cheetham

6.4 Expenditures for September 2019

RECOMMENDATION

It is recommended that the expenditures for the month of September 2019 be approved as follows:

Description	September
Supplies and Services	\$558,620.40
Salaries and Benefits	\$2,634,274.22
	\$3,192,894.62

RATIONALE

Trustees have reviewed the cheque listings.

Lindsay Cheetham

6.5 Statement of Financial Information

The Secretary-Treasurer will present the 2018-19 SOFI report.

Lindsay Cheetham

7.0 Executive Committee Reports

7.1 October 16 and November 6, 2019

8.0 Unfinished Business/New Business - Nil

9.0 Policy Development

9.1 Notice of Motion – P106: Board/District Communication

RECOMMENDATION

It is recommended that the Board serve Notice of Motion to introduce P106: Board/District Communication.

RATIONALE

This Policy will clarify the processes by which the Board communicates to the public and by which issues/items are brought to the Board's attention.

Greg Smyth

9.2 Notice of Motion – P 612: School Libraries

RECOMMENDATION

It is recommended that the Board serve Notice of Motion to delete P 612: School Libraries.

RATIONALE

This Policy no longer reflects current practice.

Greg Smyth

9.3 Notice of Motion – P 620: Community Speech Services

RECOMMENDATION

It is recommended that the Board serve Notice of Motion to delete P 620: Community Speech Services.

RATIONALE

This Policy no longer reflects current practice.

Greg Smyth

9.4 Administrative Procedures

The following Admin Procedures have been amended or created:

AP 1300: Home/School Communication (amended)

AP 1600: Complaints (Other Than Child Abuse) Against Staff or Volunteers (new)

AP 5002: Kindergarten Placement (new)

AP 5007: Violence Threat Risk Assessment (VTRA) (new)

AP 5008: Fighting and Physical Violence (amended)

Greg Smyth

10.0 Correspondence – Action Required - Nil

11.0 Correspondence – For Information

11.1 copy of the Westerly News dated October 2, 9, 16 and 23, 2019.

11.2 copy of the Ha-Shilth-Sa News dated October 10, 24 and 30, 2019.

11.3 copy of letter from Todd Stone – MLA for Kamloops – South Thompson dated October 4, 2019 re: *Youth Vaping Rates*.

12.0 Board Committees

12.1 Policy and Procedure – *minutes of October 15, 2019*

13.0 Internal District Committees

13.1 BCSTA – *Trustee Ransom*

13.2 DPAC – *Trustee Craig*

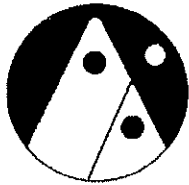
14.0 External or Community Committees

14.1 Port Alberni Museum and Heritage Commission – *Trustee Craig*

15.0 Audience Question Period

Adjournment

5.1



ALBERNI DISTRICT TEACHERS' UNION


4913 Argyle Street, Port Alberni, B. C., V9Y 1V6
Telephone: 250 724-5021
FAX: 250 724-0442
Email: adtu@shawcable.com

October 22, 2019

Board of School Trustees
School District #70 (Alberni)
4690 Roger Street
Port Alberni, B.C.
V9Y 3Z4

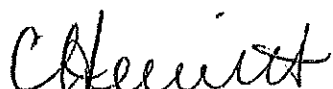
Dear Trustees:

The Alberni District Teachers' Union is writing to request to be on the agenda of the School District 70 Board Meeting on November 12, 2019.

The topics will be a very short update on the proposed funding model and  for teachers.

Sincerely,

ALBERNI DISTRICT TEACHERS' UNION,



Cindy Hewitt
President

CH:cp/LEU/USW 2009

7.1

EXECUTIVE COMMITTEE MEETING

DATE: OCTOBER 16, 2019
LOCATION: CONFERENCE ROOM
TIME START: 9:00 AM **TIME END:** 9:10 AM

ATTENDANCE LOG

Lindsay Cheetham	Barb Witte	Greg Roe
Cindy Hewitt	Laurie Morphet	

DISCUSSION ITEMS		
GS		N/A

INFORMATION		
DM	1.	Advertising for Casual EA's both for Alberni and west coast.
LM	2.	1701 completed, now visiting schools.
LC	3.	Attending Labour Management meeting today.
	4.	
	5.	

NEXT MEETING: NOVEMBER 6, 2019

RECORDED BY: Barb Witte

EXECUTIVE COMMITTEE MEETING

DATE: NOVEMBER 6, 2019
LOCATION: CONFERENCE ROOM
TIME START: 9:00 AM **TIME END:** 9:13 AM

ATTENDANCE LOG

Lindsay Cheetham	Peter Klaver	Greg Roe
Cindy Hewitt	Laurie Morphet	Barb Witte
Diana Moore	Greg Smyth	

DISCUSSION ITEMS

GS	N/A
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INFORMATION

LM	1.	IEP meetings are completed. IST teachers are starting to use a new competency-based IEP on one student per school.
LM	2.	Hired 6 casual EA's, 5 in the valley and 1 on the west coast.
CH	3.	Asked for an update on recruiting a School Psychologist and SLP. GS and LM replied that the district has been advertising everywhere possible and noted that this shortage is not just a local issue. A temporary solution is being finalized.
LC	4.	Working on various MoE reporting.
PK	5.	Reminded everyone about various Remembrance Day ceremonies in schools.
GR	6.	Met with the USS/UES Project Team in Nanaimo on November 4 th noting that plans are well underway.

NEXT MEETING: NOVEMBER 20, 2019

RECORDED BY: Barb Witte



LEGISLATIVE ASSEMBLY
of BRITISH COLUMBIA

Todd G. Stone, MLA
Kamloops – South Thompson

October 4, 2019

Alberni
School District No 070 (Alberni)
4690 Roger St
Port Alberni BC V9Y 3Z4
Delivered via email: pccraig@sd70.bc.ca
ATTN: Chairperson Smyth and the Board of Education

Dear Chairperson and the Board of Education:

I am writing to you today to ask for your support in demanding action from the B.C. Government to address surging youth vaping rates.

A new school year has begun and teen vaping is on the rise at an alarming rate. Earlier this summer, an article published by the British Medical Journal indicated that vaping among youth in Canada aged 16 to 19 is up 74 per cent since last year, and it's estimated that 30 per cent of B.C. teens in grades 10 to 12 are vaping on a regular basis.

Almost daily, we're hearing stories about people getting sick, and in some cases, even dying, as a result of vaping. There now appears to be an indisputable link between this practice and several dangerous and harmful acute health impacts, not to mention the potential long-term health implications that are not yet known.

Our kids are being drawn in and hooked to this unhealthy practice in increasing numbers as a direct result of the efforts vape companies have made to deliberately target youth with kid-friendly e-cigarette flavours like fruit medley, gummy bear, and mango. These companies – and the tobacco companies which own substantial interests in most of them – have also targeted our kids with savvy marketing and advertising. This is especially prevalent on social media, where sleek, modern, compact drug delivery devices are promoted in alluring packaging.

On April 11, 2019, I introduced a Private Member's Bill in the B.C. Legislature focused on taking action to combat rising levels of youth vaping here in our province. At the time, B.C.'s Minister of Health, Adrian Dix, and many other members of the government indicated that they shared my concerns about this public health issue and that they were committed to working with me to implement tough action to protect our kids from the harmful effects of vaping.

Unfortunately, nearly six months later, no action has yet been taken by the B.C. government, though Mr. Dix has suggested in recent media reports that government does intend to announce their intentions soon.

Numerous jurisdictions across North America have already said enough is enough and have taken action to curb youth vaping. Just last week, Washington State became the latest U.S. state to ban flavoured e-cigarettes via an emergency order of the governor, joining Michigan, New York, Massachusetts, and Rhode Island, which have also taken this step. Numerous other U.S. states and jurisdictions – not to mention the U.S. federal government – are moving in the same direction. I believe that the B.C. government should do the same.

While I understand the B.C. government has recently indicated its desire to await further action from Health Canada, it is impractical to assume any immediate follow-up from Ottawa until the current federal election is over, a federal government has been sworn in, and federal cabinet priorities have been established. All of the above will take many months, which would mean losing almost the entire school year. We simply cannot allow that to happen.

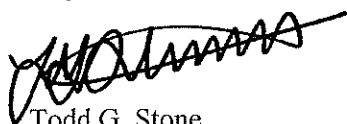
My Private Member's Bill would legislate the banning of flavoured vapour products, the implementation of tighter retail controls (restricting sales to vape shops, tobacco shops and pharmacies), and would ensure tougher penalties for non-compliance. I've also called for the B.C. government to provide the resources necessary to fund evidence-based awareness, prevention and support programs – delivered by youth for youth – in every middle and high school across B.C. There are existing programs – such as Preventure – which have been piloted in various schools to date and have demonstrated promising results as students in schools with this program were less likely to use illicit drugs, cannabis and tobacco. And finally, there needs to be tougher online retail controls implemented for the sale of vape products (including age-verification), a complete ban on all marketing and advertising of vape products (exactly as is the case today for all tobacco products), reduced nicotine concentrations and enhanced enforcement.

I thank you and all professionals in B.C.'s education system for the efforts being made on the ground in classrooms today to combat youth vaping, and I would be very interested to learn from you as to any successful strategies and best practices to combat youth vaping that you've implemented or are aware of. That said, more needs to be done which is why I ask you to join me in urging the B.C. government to take immediate action on this important issue to prevent an entire generation of our youth from becoming addicted to nicotine and suffering potential acute and long-term negative health effects due to vaping.

It would be appreciated if wrote a letter to Minister Adrian Dix urging him to take action on this issue. Please copy me on your letter and e-mail it to me at t.stone@leg.bc.ca. As well, if you would like to discuss this matter further, I would be happy to take your call at 250-374-2880.

We need to work together to keep our kids safe and healthy. As one parent said to me recently in the context of no action having yet been taken in B.C. to combat youth vaping, "Our kids deserve better from us." I couldn't agree more.

Regards,



Todd G. Stone
MLA Kamloops – South Thompson

cc. Superintendent of Schools Smyth
Dan Davis, MLA Official Opposition Education Critic

**Kamloops – South Thompson
Constituency Office**
446 Victoria Street
Kamloops, B.C. V2C 2A7
T 250.374.2880 | F 250.377.3448

Policy and Procedure Committee Minutes

Tuesday, October 15, 2019

1:30 pm, School Board Office

1. Status of Policy & Administrative Procedures
 - a. 5-year review window

2. Completed to date
 - a. P 511 Sexual Orientation/Gender Identity
 - b. P 5011 Sexual Orientation/Gender Identity
 - c. AP 4010 Progressive Discipline
 - d. P 340 Accumulated Surplus
 - e. P 341 Budget Monitoring/Reporting
 - f. AP 4003 Employee Substance Abuse/Impairment
 - g. AP FOIPPA

3. Discussion of current Policy/Procedure under review
 - a. P 106 Board/District Communication
 - i. AP 1300 Home/School Communication
 - ii. AP 1600 Complaints Against Employees or Volunteers
 - iii. Communicating Effectively Brochure
 - b. AP 5002 Kindergarten Placement
 - c. AP 5007 VTRA
 - d. AP 5008 Fighting and Physical Violence
 - e. 600/6000 Educational Programs
 - i. Separate attachment

4. To Be Developed/Reviewed
 - a. 3120 Rental of District Facilities
 - b. 3121 Rentals: ADSS
 - c. 3305 Housing
 - d. 3306 Boarding Allowance
 - e. 7200 Health and Safety

OCTOBER 2019

SYNOPSIS

BCSTA Provincial Council Summary

13.1

This is a summary of the October 26, 2019, Provincial Council (PC) meeting, which took place at the Morris J. Wosk Centre for Dialogue in Vancouver. Login to the BCSTA HUB to access and view linked documents. Click here to view draft PC minutes. Contact BCSTA CEO Mike Roberts at mroberts@bcsta.org for more details.

President's Report

BCSTA President Stephanie Higginson touched on BCSTA's recent initiatives and focus areas, including an update on provincial bargaining, the funding model review, the framework for enhanced student learning and BCSTA's federal election advocacy. Download the report.

CEO's Report

CEO Mike Roberts' report focused on the important relationship between strategic planning and boards of education. As part of his presentation, he shared a clip from Simon Sinek's Tedx Talk, Start With Why, with provincial counselors. View the clip here.

CSBA Report

Vice-President Carolyn Broady delivered a report on the activity of the Canadian School Boards Association (CSBA), including news from Quebec on proposed legislation that will eliminate French-language school boards, news from other provinces, the work of CSBA's Indigenous education committee and upcoming events. Download the report.

Professional Learning Committee Report

Julie-Anne Runge, PLC Chair, delivered the committee's report focusing on regional and activity updates, BCSTA Trustee Academy plans and future professional development to meet the needs of all trustees. Download the report here.

Indigenous Education Committee Report

Rick McKamey delivered a report focusing on the Joe Thorne's appointment as their Elder / Knowledge Keeper, their collaboration with the First Nations Education Steering Committee (FNSEC) and their creation of a work plan that complements BCSTA's strategic plan. Download the report.

Legislative Committee Report

The committee examines motions submitted to PC; they received two motions by the motion submission deadline, which were approved for debate. Download the report.

Finance & Audit Committee Report

The committee reviewed BCSTA's year-end financial statements and requested feedback for BCSTA's 2020/2019 draft budget planning process. The draft budget will be presented at the February 2020 Provincial Council. Feedback can be provided before Friday, December 16, 2019, c/o Jodi Olstead (jolstead@bcsta.org). Download the report.

Disposition of Motions

The following motions were carried by PC:

- 8.1 BCSTA year-end audited financial statements
- 8.2 Grant status update as at June 30, 2019
- 8.3 2020/2021 BCSTA Budget Planning
- 9.1 Delay of Enrollment of International Students in Provincial Medical Services Plan
- 9.2 Vape Awareness and Vape Cessation Resources for Youth
- L10.1 Modelling of Funding Model Review Recommendations

Download the Disposition of Motions.

106: BOARD/DISTRICT COMMUNICATION (P)

Approved:

POLICY

The Board of Education believes effective communication is essential in furthering the understanding and support of public education, and in developing the confidence and trust in the school district to fulfil its education mandate. The Board of Education and administration will foster an environment of two-way communication with its employees, partner groups and the community in support of our collective work to improve educational, social/emotional and career outcomes for all students.

Regulations

1.0 Responsibilities

- 1.1 The Chair of the Board, the Superintendent of Schools, and the Secretary-Treasurer, or their designates, are the official spokespersons for the School District.**
- 1.2 The school principal, or designate, is the official spokesperson for the school and is responsible for maintaining positive communications between the school and its community.**

2.0 Communications Structure

- 2.1 The School District website (www.sd70.bc.ca) will be the Board's primary means of communication with partner groups and communities.**
- 2.2 Other means of communication shall include but are not limited to email, other electronic/digital media, newsletters and bulletin boards.**
- 2.3 Annual Communications Plan will highlight and summarize progress in meeting annual strategic goals**

3.0 Input

3.1 The Board will receive input from partner groups and the community in the following suggested, but not limited to, manner:

- a. Standing Committee and Ad Hoc committee representation;**
- b. DPAC and PAC membership;**
- c. Attending open meetings of the Board of Education, or closed meetings at the request of the Board;**
- d. Board initiated community meetings, including public forums;**
- e. Board initiated online survey requests**
- f. Booking appointments and/or phone enquiries with Board representatives and/or District Staff;**
- g. Correspondence (emails and letters) to the Board of Education;**
 - i. Correspondence addressed to the Board of Education or the Board Chair will officially be received by the Board of Education. Correspondence addressed to a trustee or a group of trustees is under the control of the said trustee(s) and does not constitute correspondence addressed to the Board. The individual trustee(s) have the option to bring the correspondence formally to the Board for receipt or consideration.**
 - ii. Correspondence received by the Board of Education at least two weeks prior to a monthly Board meeting, will be considered by the Agenda Review Committee for placement on an appropriate Board agenda.**
 - iii. Correspondence received by the Board of Education after the two week deadline but prior to the regularly scheduled Board meeting, and is deemed urgent or emergent by the Board Chair and District Staff, may be considered for late placement on an appropriate Board agenda; otherwise the correspondence will be considered for the following month's agenda.**
 - iv. A trustee may, at any time, request the Agenda Review Committee consider any correspondence for placement on an agenda. A trustee also has the option, to make a Notice of Motion**

at the time of meeting that the correspondence be brought forward at the next meeting of the Board for discussion or action. If action is recommended, the trustee must put forth in the Notice of Motion what action is to be considered.

- v. Correspondence that is addressed to the Board of Education or Board Chair but is of an operational matter or is being addressed through other Board authorized processes will be redirected by District Staff to the appropriate department for response. The writer of the correspondence will be advised of such.
- vi. Correspondence that is officially received by the Board of Education, that is considered by District Staff to be relevant to local school district business, will receive a written response on behalf of the Board of Education.

4.0 Dissemination of Public Material in Schools

4.1 Distribution of outside information within a school and from school to home is subject to District approval. It is the Board's intention that no information or material distributed will:

- advertise for commercial or political gain
- provide any individual or group exclusive rights
- identify or stigmatize individuals or groups such that it might violate the Human Rights Code
- be false, inflammatory or negative such that it adversely impacts on the legitimate operation of the District and/or schools

References

**AP 1600: Complaints (Other than Child Abuse) Against Staff or Volunteers
"Communicating Effectively" protocol**

612: SCHOOL LIBRARIES (P)

Approved: 84 10 02
Amended: 92 12 15

POLICY

The Board of School Trustees recognizes the vital role of the school library in the educational process. A successful library program shall assist students in extracting, analyzing, and organizing information for curricular projects as well as developing skills for lifelong learning.

REGULATIONS

1.0 DISTRICT GOALS FOR A LIBRARY PROGRAM

- 1.1 To provide a balanced collection of print and non-print materials which will meet school curricular needs as well as contribute to the emerging interests, needs and creative potential of individual students;
- 1.2 To provide a library program which is integrated with classroom instruction;
- 1.3 To assist students and staff in the effective and efficient use of library services and resources;
- 1.4 To encourage and develop the skills for self-directed research.

2.0 RESPONSIBILITIES

- 2.1. The Board of School Trustees shall endeavor, where practical, to provide -
 - i) properly constructed library facilities;
 - ii) acceptable standards for the selection and review of resource materials;
 - iii) accepted standards of resource material - 1500 titles basic to each library plus 15 titles per student;
 - iv) qualified teacher librarians - 12 units of Library Science
 - v) appropriate District leadership and supervision.
- 2.2 The supervising principal shall ensure
 - i) the implementation of the District Library Policy;
 - ii) the allocation of a library budget;
 - iii) the operation and supervision of the school library.

- 2.3 The Resource Center Co-ordinator shall
- i) maintain a close liaison with teacher-librarians;
 - ii) coordinate the selection, acquisition, production and use of audio-visual materials and equipment.
- 2.4 The classroom teacher is encouraged to confer with the teacher-librarian so as to ensure;
- i) the availability of relevant material;
 - ii) the purchase of appropriate resource material for his/her teaching area.
- 2.5 The teacher-librarian shall be responsible for the;
- i) organization and operation of the school library
 - ii) development of a library science program for all students in the school, incorporating such programs into appropriate curriculum areas;
 - iii) maintenance of a cooperative working relationship with the school staff;
 - iv) quality of print and non-print collection, including the systematic replacement of obsolete material;
 - v) selection of learning resources for purchase, by evaluating the existing collection and by consulting-
 - vi) reputable selection aides;
 - vii) specialists from all departments and grade levels.

620: COMMUNITY SPEECH SERVICES (P)

Approved: 88 02 02

Amended: 92 02 04

POLICY

The Board of Education recognizes the importance of early intervention by trained professionals to meet the needs of children with speech disorders. The Board believes that this may be best achieved through the cooperation of the Board, the Ministry of Health and relevant community agencies.

The Board will facilitate the development of a Community Speech Services program by annually attempting to contract with the Ministry of Health for sufficient funding for professional services and equipment and by cooperating with community agencies for the provision of facility and support services.

The Board will actively participate on a community-based advisory committee whose purpose will be to assist in the development of coordinated community speech pathology services.

REGULATIONS**1.0 PROGRAM RESPONSIBILITIES**

- 1.1 The Ministry of Health will provide:
- i) salaries, benefits, and in-service assistance for the Speech Pathologist.
 - ii) professional equipment and program supplies
 - iii) a portion of the costs of secretarial/clerical office support
 - iv) professional assessment of the Speech Pathologist and supervision of program guidelines.
- 1.2 The Board of Education will provide:
- i) day to day administration and supervision of the Speech Pathologist
 - ii) facility renovations
- 1.3 The Community will provide:
- i) the facility
 - ii) the remainder of the costs of secretarial/clerical office support
 - iii) supervision of the secretarial/clerical office support
 - iv) office supplies

2.0 SPEECH AND LANGUAGE PATHOLOGIST

- 2.1 The Pathologist must be a fully qualified graduate from an approved institution and be eligible for membership in the Canadian and B.C. Association of Speech/Language Pathology and Audiology.
- 2.2 The Pathologist will be selected by the Board, in consultation with the Ministry of Health.

3.0 COMMUNITY SPEECH SERVICES COMMITTEE

- 3.1 The function of the committee is:
- i) to monitor the development of the Community Speech Services Program to ensure that the Community responsibilities as outlined in 1.3 are met
 - ii) to advise the Board on processes that will ensure the delivery of speech services to the community according to its greatest need and the most recent research
 - iii) to advise the Board on necessary program/facility alterations or contractual changes
 - iv) to deal directly with the Ministry of Health or other relevant speech and language agencies regarding community speech and language needs.
- 3.2 The composition of the committee shall be one voting representative appointed from each of the following community groups:
- School District 70 (Alberni)
 - B.C. Ministry of Health (local)
 - B.C. Ministry of Health (regional)
 - City of Port Alberni
 - Hilton Center Management
 - Association for Children with Developmental Disabilities
 - Ministry of Social Services and Housing Association for Mentally Handicapped People
 - P.A. Pre-School Teachers' Association
 - Alberni Valley Medical Society
 - Parents/guardians (minimum of 2)
- 3.3 The committee shall, in September of each year, elect a chairperson, vice chairperson and recording secretary who will be responsible for:
- i) establishing agendas for a minimum of three meetings per year (September/October, January, May)
 - ii) circulating agendas to each representative group with requests to forward same to appropriate representatives distribution of written minutes from

each meeting to all representative groups, the West Coast General Hospital Board and the Board of Health.

9.4

1300: HOME/SCHOOL COMMUNICATION (AP)

Approved: 87 07 07
Amended: 06 11 28
Amended: 15 10 27
Amended:

POLICY

The Board of Education considers effective communication between parents and school personnel as one of the key elements to pupil success. The Board wishes parents to perceive District schools as being fully receptive to parental concern and as comfortable places to discuss the educational progress of their children.

The Board encourages all principals to develop annual plans for home/school communication, including invitations to parents to interact with their school and an outline of an appeal procedure should parents feel dissatisfied with a school based decision or position.

ADMINISTRATIVE PROCEDURES

1.0 DEFINITION TYPES OF HOME/SCHOOL COMMUNICATION

1.1 Home/school communication shall minimally include:

- i) regular **print or electronic** newsletters and other forms of electronic communication (ie Facebook, School Apps, etc.)
- ii) **scheduled** parent-teacher **learning conferences** interviews
- iii) **scheduled** open houses or similar school activities
- iv) day-to-day contact as is **practical and** situationally necessary
- v) provision of a copy of the annual school plan

1.2 **Distribution of outside information within a school and from school to home is subject to District approval as outlined in P106.**

2.0 SCHOOL LEVEL MEETINGS

2.1 **All meetings and/or interactions are governed by SD 70's *Respectful Workplace Expectations***

- 2.2 **A parent's questions or concerns about their child's education will be raised according to the following process.**
- a. **Step 1 - Classroom Teacher(s)**
 - b. **Step 2 - School Principal**

c. Step 3 – Superintendent of Schools (or designate)

2.3 Suggested strategies and approaches for effective communication are outlined in SD70's *Communicating Effectively* brochure.

3.0 SUPPORT AT MEETINGS

3.1 Parents/Guardians have the right to bring a support person with them when attending appointments with school district staff.

~~3.2 Parents/Guardians may avail themselves of Parent Advocates/Parent Leaders who have been trained under the auspices of the District Parent Advisory Council.~~

~~3.3 The District Parents Advisory Council will annually provide schools with a updated list of Parent Advocates/Parent Leaders.~~

3.4 Parents/Guardians are requested to inform the school if they are intending to bring a support person to a meeting.

4.0 APPEAL PROCEDURES FOR PARENTS

4.1 Complaint process regarding employees is outlined in *AP 1600: Complaints Against Employees or Volunteers (Other than Child Abuse)*.

4.2 Parents who feel dissatisfied with a school-based decision/position shall be encouraged to seek resolution of the problem as outlined in *Policy 115: Appeal of a Decision by an Employee*.

1600: COMPLAINTS (OTHER THAN CHILD ABUSE) AGAINST STAFF OR
VOLUNTEERS (AP)

Approved:

POLICY

Persons who have complaints against staff or volunteers are required first to discuss the matter with the person directly concerned before raising the complaint to a higher level of authority/responsibility.

A person receiving a complaint should not attempt to obtain a resolution until assurance is provided that the complaint has been referred to the lower levels of the referral chain.

This Administrative Procedure does not apply to situations for which union or other formal grievance processes have been developed.

Regulations

- 1.0 The Board believes that the following process provides a fair and efficient method for resolving complaints:**
- 1.1 Step 1: attempt to resolve the issue at the source by contacting the school district employee that you have a concern with.**
 - 1.2 Step 2: involve the school district employee's immediate supervisor if a resolution is not reached in Step 1.**
 - 1.3 Step 3: involve a District Senior Manager if a resolution is not reached in Step 2.**
 - 1.4 Step 4: involve the Superintendent of Schools if a resolution is not reached in Step 3.**
 - 1.5 Step 5: appeal to the Board of Education if a resolution is not reached in Step 4 (Policy 115: Appeal of a Decision by an Employee).**
 - 1.6 Appeal to the Superintendent of Achievement (under section 11.1 of the *School Act*) if a resolution is not reached in Step 5 and the appeal is on "allowable grounds" as defined in the Appeals Regulation of the *School Act*.**
- 2.0 To maintain the integrity of the process, the Superintendent and Board of Education will not become involved in the dispute until Step 4 or Step accordingly.**
- 2.1 Complainants are requested to not copy correspondence to the Superintendent and the Board of Education remains at arms-length in order**

to be in a position to review the matter in the event it is appealed to Step 4 or 5.

- 3.0 Members of the general public can be excused for not being aware of this Board Policy and Regulation, and if members of the public approach a trustee or staff member directly it is expected that the trustee or staff member will advise them of the correct procedure and available supports.**
- 4.0 All board employees are expected to be aware of this policy and will not approach trustee or Senior Staff directly and will follow the procedures established in this administrative procedure.**
- 5.0 The Board of Education published the “Communicating Effectively” brochure to assist in guiding the communication protocol. The brochure can be obtained from any school, the School Board Office, or the District website – www.sd70.bc.ca**
- 6.0 Anonymous complaints addressed to the Board of Education, Superintendent of Secretary-Treasurer, or brought to the attention of the same, will not be accepted under the parameters of this policy.**

5002: KINDERGARTEN PLACEMENT (AP)

Approved:

POLICY

Policy 500 and its various appendices outline the regulations, timelines and documentation required to register a student in School District 70 (Alberni). This Administrative Procedure clarifies the placement of students entering school for the first time pursuant to Sections 3(1) and 3(2) of the School Act. Further, this Administrative Procedure is based on a belief in age-appropriate placement and non-retention of students kindergarten through Grade 7, and recognizes the wide range of children's social, emotional, behavioural and intellectual skills and abilities upon entering school for the first time.

REGULATIONS

Section 3(1) of the School Act requires all children to be registered in school "*...on the first school day of a school year if, on or before December 31 of that school year, the person will have reached the age of 5 years.*"

Section 3(2) of the School Act applies to situations where a five-year old child is not registered in school and where the parent "*...defers the enrolment of his or her child until the first school day of the next school year.*"

ADMINISTRATIVE PROCEDURES

- 1.0 As per Section 3(1) above, first time registrants who are five-years old on or before December 31 will be registered as a kindergarten student and placed in a kindergarten or kindergarten/Grade 1 class.
- 2.0 As per Section 3(2) above, first time registrants who are six-years old on or before December 31 will be registered as a Grade 1 student and placed in a Kindergarten/Grade 1 or Grade 1 class as appropriate and available.
 - 2.1 Student performance will be reviewed in the Spring of year 1 and prior to grade placement for the subsequent year.

2.2 Any grade placement that differs from the child's age cohort will be made by the Superintendent (or designate) in consultation with the school principal.

5007: VIOLENCE THREAT RISK ASSESSMENT (VTRA) (AP)

Approved:

POLICY

School District 70 is committed to creating and maintaining school environments in which students, staff, parents/guardians/caregivers and others feel safe from any form of threat, violence or intimidation. Schools cannot ignore any threat of violence and the purpose of this administrative procedure is to outline a comprehensive district-wide strategy by which School District 70 (Alberni) and the RCMP work together to respond to threats of violence and to worrisome behaviours.

Definitions

Threat: A threat is any expression of intent to do harm or to act out violently against someone, something or oneself. A threat may be verbal, written, drawn, posted on the internet or by gesture.

Worrisome Behaviours: Worrisome behaviour is any observed behavior that causes concern and may require action. Worrisome behaviour may be verbal, written, drawn, posted on the internet or by gesture.

Duty to Report: Parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school principal and, if the threat appears realistic and imminent, report to 911.

Threat Assessment: Once a report of a threat is made, the school threat assessment team convenes to determine the level of threat (high, medium, low). This is done in partnership with RCMP and district staff.

Procedures

1.0 Threat Identification

1.1 Parents/guardians/caregivers, students and community members must report all threat-related behaviours to the school Principal

1.2 Threats that appear realistic and imminent should be reported directly to 911

2.0 Threat Assessment

2.1 Upon receipt of a threat, a threat assessment will be conducted to:

2.1.1 Ensure that all students, staff and parents/guardians are safe.

2.1.2 Understand the full context of the threat.

2.1.3 Understand the factors contributing to the threat maker's behavior.

2.1.4 Proactively develop an intervention plan that addresses the physical

safety of the threat maker and target.

2.1.5 Determine the level of RCMP involvement and school reaction to the threat.

3.0 Privacy

3.1 The School District is subject to personal information privacy laws, and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that the information collected from online sources are only obtained from open source sites.

3.2 The School District will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

References

5008: FIGHTING and PHYSICAL VIOLENCE (AP)

Approved: 87.07.07
Amended: 02.04.23
Amended:

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.