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## **Section 100 – General Administration**



## AP 101 – School-based Management

### Background

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The purpose of this procedure is to clarify the boundaries of site-based decision making throughout Abbotsford School District.

### Procedures

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1. The fundamental principle which underpins school-based decision making is that instructional decisions related to student learning are best made by those closest to the student.
2. Notwithstanding this principle, it is understood that schools and departments operate under the corporate direction of the Board of Education, as vested in the Superintendent of Schools.
3. All schools must operate within the boundaries of:
  - The [School Act](#) and other laws related to education;
  - The policies of the Board of Education;
  - The duly signed collective agreements with Teamsters Local 31 and the Abbotsford District Teachers' Association; and
  - The administrative procedures established herein under the authority of the Superintendent of Schools:
    - Finance
    - Human Resources
    - Facilities and Transportation
    - Technology
    - Curriculum
    - Learning Support Services
    - Communications and Corporate branding
4. In keeping with the above parameters, the superintendent delegates authority to the principals and department administrators to fulfill the educational mandate of the district.
5. It is the responsibility of the principal to establish structures and procedures to appropriately meet the needs of the students within their care. Key areas of responsibility for principals include:
  - Staffing
  - Establishing and monitoring annual goals for school improvement
  - Resource allocation and monitoring to ensure alignment with the school's educational priorities
  - Developing and maintaining a safe, caring and orderly learning environment.
6. In areas where responsibilities are unclear, it is expected that all staff will seek clarification from their immediate supervisors.

Last Revised: May 2013

## AP 102 – Non-Instructional Days

### Background

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The purpose of this procedure is to provide guidance for teachers and support staff with respect to the use of non-instructional days.

### Procedures

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1. Definitions

There are six non-instructional days in the school calendar and they are designated as follows

- The “Ministry Day,” where under the [School Act](#) the Minister of Education may designate a day for the purposes of facilitating activities that “in the board's opinion are designed to enhance student achievement, with a focus on either personalized learning or aboriginal student success.” ([Ministerial Order](#) 122/93)
- The province-wide day (typically in October)
- The district-wide day (typically in February)
- Three “school based” days (assigned by the Board)

2. Non-instructional days are to be used for:

- individual or group professional development;
- school planning or teacher education related to new curriculum or educational change.

3. School principals have a duty to work collaboratively with their staff to ensure that all non-instructional days are used productively to enhance the learning agenda.

4. Teachers are required to report the nature and location of their professional learning to their principal on each non-instructional day.

5. The focus of the “school-based” day is to be decided collaboratively by both teachers and principals through consensus and a vote at a staff meeting. The vote for the content of a non-instructional day should be noted on the agenda, with sufficient notice (three to five days) for teachers. The rule of “50% plus 1” of all staff applies for the vote.

6. All teachers are expected to participate in the professional development choice(s) of the majority.

7. With the principal’s approval a teacher may work on an alternative activity independent of a whole staff activity.

8. Teachers may work at another site, with principal’s approval.

9. Teachers may not use non-instructional days in lieu of time spent at parent teacher conferences.

10. Part-time teachers may choose to attend NI Days when it is not their regular day of work.

11. Support Staff

- 11.1 If in a permanent position, support staff are to be paid for attendance on non-instructional days, but should engage in learning activities appropriate to their assignment.
- 11.2 If requested, the principal may provide leave (without pay) from a non-instructional day.
- 11.3 Casual support staff do not get paid for attending a non-instructional day unless the Human Resources Department provides approval.

Last Revised: May 2013

## AP 103 – Emergency Procedures

### Background

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The purpose of this procedure is to provide the highest standards of health, safety, and security for students and staff, and to ensure that action plans are prepared to deal with emergencies.

### Procedures

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1. A Standard Emergency Procedures Manual will be prepared and maintained for reference in emergency situations. The Standard Emergency Procedures Manual is available on AbbyConnect under ‘Department’ as well as the hard copy format at every site.
2. The manual will be reviewed annually by management staff with updates approved by the Superintendent.
3. Management staff and principals will review the Emergency Procedures Manual with staff annually and will regularly assess to identify potential hazards and increase the awareness of staff and students to these hazards as identified by the Industrial Health and Safety Committee.

Appendices     [AP 103-1 Guidelines for Fire Drills](#)  
                      [AP 103-2 Guidelines for Earthquake Drills](#)

Reference        [Emergency Operating Procedures Manual](#)

Last Revised: May 2013

## ***AP 103-1 Guidelines for Fire Drills***

A site and floor plan will be prepared for each building housing students or employees. This plan will show the type, location, and operation of building fire emergency systems. These plans will be posted throughout the building, and a copy will be provided to each employee. Updated plans, including any structural changes or additions, will be provided to the Fire Chief.

Instruction in safe and orderly evacuation of buildings should be given frequently enough to ensure that all students and staff are completely familiar with the procedures to be used and the reasons for their use.

Teachers will be instructed how to use the break-glass station, provide for the disabled, and confine and control small fires.

School drills should be held as frequently as necessary, but not less than three times in the fall and three times in the spring. Drills for other facilities housing employees should be held once a year.

CHUBB Security at 1.877.856.3852 and the Fire Department at 604.853.3566 must be notified prior to conducting a fire drill.

## ***AP 103-2 Guidelines for Earthquake Drills***

Since immediate and appropriate reactions are essential in an earthquake, drills should generate classroom discussions, demonstrations, and exercise that will help students and staff learn and practice where to seek shelter and how to protect themselves from falling or flying objects.

Complete drills should be held twice a year. Principals are reminded that the guidelines for regular drills are meant to serve as a basis for part of the entire school safety program. The principal is responsible for coordinating the communication of all safety procedures to staff, students, and parents.

The drills should cover appropriate actions during the actual earthquake and after the ground stops shaking.

The principal should seek advice from experts before determining response procedures for a particular school. Building design and materials may be key indicators of appropriate drills and emergency procedures.

Before participating in earthquake drills, students should receive a thorough explanation of what is expected of them. The person giving the instructions should emphasize that, while the ground is shaking, students will be safest by finding immediate shelter under desks, tables, counters, etc. to avoid falling objects. The instructor should also note the noise and disorder that will accompany an earthquake, and emphasize that a calm, quiet response by teachers and students is essential.

Refer to the [Emergency Standard Operating Procedures](#) for procedures during an earthquake.

## AP 104 – Parental Responsibilities

### Background

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The purpose of this procedure is to outline the rights and responsibilities of the parents or guardians of students in the Abbotsford School District.

### Procedures

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1. The District recognizes that the involvement of parents or guardians in the educational development of students is crucial to their success. Generally, parents have a responsibility to work collaboratively with school personnel, and within the boundaries of provincial laws and district policies to ensure the success of their children.
2. Parents or guardians of students have the right and responsibility to:
  - 2.1 be informed of all matters relating to the educational programming of their child;
  - 2.2 request and receive written reports of their child's progress at each regular reporting period;
  - 2.3 have access to written documents, assessments and reports regarding their child's educational progress;
  - 2.4 participate in meetings involving their child's placement or review of placement in any program;
  - 2.5 appeal any staff decision that impacts the educational programming for their child. (see Policy 14 : Appeals Process)
3. With respect to specialized services (such as special education), parents also have a right and responsibility to:
  - 3.1 be informed of their child's referral to the Learning Support Services Department through the School Based Team;
  - 3.2 meet with Learning Support Services personnel involved with the assessment of their child;
  - 3.3 withhold written consent for special education individual assessment. (If, in the informed opinion of the Director for Learning Support Services, a student poses a sufficient threat to his/her own or other students' educational well-being, the Director may require appropriate testing);
  - 3.4 participate in collaborative meetings to develop their child's Individual Educational Plan (IEP);
  - 3.5 have the results of any private, accredited assessments for their child considered in education program decisions in the district.

Appendix [AP 104-1 Who Has Parental Rights?](#)

Reference [School Act](#) (section 1)  
[Family Law Act](#)

Last Revised: May 2013

## ***AP 104-1 Who Has Parental Rights?***

The [School Act](#) provides that “parents” have certain substantive and procedural rights in relation to the education of their school age children.

“Parent” means

1. a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the [Family Law Act](#) that allocates parental responsibilities, does not have parental responsibilities in relation to the student’s or child’s education, or
2. a person who usually has the care and control of the student or child.

“Parent” is, therefore, not synonymous with the natural parents of a child. In order for a person to be entitled to exercise the rights of a parent under the [School Act](#), the person must have one of the above legal relationships with a student. There may be more than one person who qualifies as a “parent”.

### How do you determine who has guardianship, custody or usual care and control of the student?

While a child’s parents are living together and after the child’s parents separate, each parent of the child is the child’s guardian, unless an agreement or order made after separation or when the parents are about to separate may provide that a parent is not a child’s guardian.

If a child’s guardian and a person who is not the child’s guardian marry or enter into a marriage-like relationship, the person does not become a guardian of that child by reason only of the marriage or marriage-like relationship.

### Parental Responsibilities

Only a guardian may have parental responsibilities with respect to the child.

Unless an agreement or order allocates parental responsibilities differently, each child’s guardian may exercise all parental responsibilities with respect to the child in consultation with the child’s other guardians, unless consultation would be unreasonable or inappropriate in the circumstances.

When children are apprehended by the Ministry for Children and Families, that Ministry, i.e. the Social Worker (not the foster parent) becomes the legal guardian.

Parental responsibilities may be allocated under an agreement or order such that they may be exercised by

- a) one or more guardian only, or
- b) each guardian acting separately or all guardians acting together.

**For more information regarding the rights of access to student records for parent(s)/guardian(s) who are separated or divorced, refer to the [Family Law Act](#).**



## AP 105 – School Planning Councils

### Background

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The Board of Education recognizes its responsibility to consult with the School Planning Council on matters set out in the [School Act](#) and to ensure that the School Planning Councils (SPC's) function effectively, efficiently, ethically, and in accordance with the [School Act](#).

### Procedures

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#### 1. The Role of the School Planning Council

1.1 The primary responsibility of the SPC is to consult with the school community in developing and approving school plans and annual school budgets in order to improve student achievement.

1.2 Pursuant to Section 8.2 of the [School Act](#),

A Board must consult with a SPC in respect of the following:

- (a) the allocation of staff and resources in the school;
- (b) matters contained in the Board's accountability contract relating to the school;
- (c) educational services and educational programs in the school;
- (d) school safety, including the installation and operation of video surveillance cameras.

#### 2. Membership

2.1 A SPC must fulfill the requirements set out in the [School Act](#) when establishing membership.

Members of the SPC include:

- a. the principal of the school;
  - b. one of the teachers of the school, elected annually, by secret ballot, by the teachers who teach in the school;
  - c. three representatives of the Parent Advisory Council who are:
    - i. parents of students enrolled in the school,
    - ii. elected annually by the Parents Advisory Council, and
    - iii. one of whom must be an elected officer of the Parent Advisory Council (PAC);
  - d. If the school enrolls students in grades 10, 11, or 12, one student of the school age enrolled in one of those grades at the school, appointed annually by the principal of the school after consulting with the students enrolled in those grades at the school.
- 2.2 The term of office of a person appointed or elected under this section, to the SPC, must not be more than one year.

- 2.3 Pursuant to Section 8.1 of the [School Act](#), an employee of any board is not eligible for election under subsection (3) (c) or an appointment in the circumstances referred to in subsection (5) (a) or (b) of the *Act*.
- 2.4 Annually;
  - 2.4.1 The principal will work with the PAC in electing three representatives by secret ballot.
  - 2.4.2 If there is no PAC for that School, or the PAC does not elect three representatives to the SPC, the principal will:
    - 2.4.2.1 notify the parents that he/she is prepared to make a recommendation to the Board for the appointment of the required representatives; and
    - 2.4.2.2 make a recommendation to the Board for the appointment of parent representatives to the SPC.
  - 2.4.3 The principal will coordinate the election for the teacher representative to the SPC, as a staff member.
  - 2.4.4 If the teachers do not elect a representative to the SPC, the Principal may:
    - 2.4.4.1 notify the teachers on staff that he/she is prepared to make a recommendation to the Board for the appointment of a teacher representative; and
    - 2.4.4.2 make a recommendation to the Board for the appointment of a teacher representative to the SPC.
  - 2.4.5 Where a school contains grades 10, 11 and/or 12, the principal will appoint one student representative, from any of the grades, as a student representative to the SPC.
  - 2.4.6 The principal will conduct a bi-election, by secret ballot within thirty (30) days of an elected member's official notice of resignation, in the event that a member of a SPC is unable to complete his/her term.
3. Mandate
  - 3.1 The mandate of the SPC is outlined in the [School Act](#). It may also include:
    - 3.1.1 Preparation of a proposed school plan
    - 3.1.2 Consultation on matters referred to it by the School Board, the superintendent or the superintendent's designate
    - 3.1.3 Consultation on matters referred to it by the principal
    - 3.1.4 Consultation on matters referred to it by the Parent Advisory Council
  - 3.2 The following are beyond the mandate of the SPC:
    - 3.2.1 Personal and confidential information on students, parents, teachers and other employees
    - 3.2.2 Performance or conduct of individual employees, students and parents
    - 3.2.3 Terms and conditions of individual employment contracts
    - 3.2.4 Activities beyond the advisory and consultative roles set out in the [School Act](#), Ministry of Education and this policy.
  - 3.3 Any complaint about the functioning of the SPC should be made through the principal to the entire SPC. If the complaint is not resolved, then the complainant may address the complaint to the superintendent or designate.
4. Operations
  - 4.1 Items for discussion with SPC members include:

- 4.1.1 a review of the mandate of the SPC.
  - 4.1.2 the duties of Council members including the selection of the Chair and the Secretary.
  - 4.1.3 timelines for preparation of the school plan.
  - 4.1.4 a review of the school budget.
  - 4.1.5 a review of the District Accountability Contract.
  - 4.1.6 a review of all information/data relevant to student achievement and a review of pertinent school information, on an ongoing basis, (with a minimum of three SPC Meetings).
  - 4.1.7 the scheduling of regular meeting dates to fulfill the mandate of the SPC.
  - 4.1.8 The Chair shall ensure that a record is kept in the custody of the school of the meetings held and subjects discussed (in general terms), and decisions made. Minutes shall be made available upon request.
5. Conducting Meetings
  - 5.1. SPC's are open meetings. A person attending a meeting, who is not a member of the SPC, may participate in the discussion and ask questions.
  - 5.2. A quorum shall be the principal and two (2) other members (one of which must be a parent).
  - 5.3. Meetings are to be arranged for dates and times that are mutually convenient and agreed upon by SPC representatives.
  - 5.4. Any member may place an item on the proposed agenda of the next meeting by request to the Chair. As much as is feasible, agendas and supporting documents should be made available to SPC members in advance of the meeting. Items may be added to the agenda at the beginning of the meeting.
6. Decision Making
  - 6.1 SPC's shall operate on the basis of consensus.
  - 6.2 All members of the SPC must vote on the school plans that are submitted to the Board.
  - 6.3 All members of the SPC have the option to sign (indicating their agreement) or not sign these school plans.
7. Finances
  - 7.1 Meeting expenses of the SPC are the responsibility of the school.
  - 7.2 No member of the SPC shall receive any remuneration for acting as a member of the Council.
  - 7.3 The SPC has no power to raise or expend money.
8. Timeline for School Plans
  - 8.1 The school plan is a living document which is revised by the school on an ongoing basis throughout the school year. Adjustments and revisions are made based on the information gathered which informs instruction to enhance student achievement.

- 8.1.1 October 15<sup>th</sup> – all School Planning Councils must be in place at each school
- 8.1.2 January/February – Trustees/Senior Management staff visit schools to review School Plans
- 8.1.3 May/June – Draft school plans to be submitted to the District Office, followed by senior management visits
- 8.1.4 June 30<sup>th</sup> – Final draft of School Plans to be submitted to the District Office
- 8.1.5 September 15<sup>th</sup> – Board approves individual School Plans

Reference [School Act](#)

Section 8.1 School Planning Council  
Section 8.2 Role of a School Planning Council  
Section 8.3 School Plan

Last Revised: May 2013

## AP 106 – Parent Advisory Councils

### Background

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The purpose of this policy is to encourage and recognize Parent Advisory Councils as the collective voice of the school's parents/ guardians, and to outline processes for their meaningful involvement in schools.

### Procedures

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1. Parent Advisory Councils must operate according to Section 8 of the [School Act](#).
2. Every principal in the Abbotsford School District must be aware of the requirements of Section 8 of the [School Act](#). Principals and staff are responsible to the Board of Education, through the Superintendent or designate, for decisions concerning the school and its operation.
3. For the Parent Advisory Council to play a meaningful role, its organization, functions, and terms of reference must be clearly defined. The council should have full knowledge of its role and responsibilities and its relationship with the local school to ensure every opportunity for success.
4. In matters where the Parent Advisory Councils are advising the principal, the Board expects the Parent Advisory Councils will operate in a manner consistent with their Constitution and By-laws. This does not preclude the right of any parent or group of parents from providing input or feedback to the Board on any issue.
5. The Board of Education recognizes the District Parent Advisory Council (DPAC) as an organization whose membership is comprised of representatives of individual school Parent Advisory Councils in the Abbotsford School District. As such, DPAC provides valuable input on parental views in the Abbotsford School District.

Last Revised: May 2013

## AP 107 – Human Rights

### Background

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The purpose of this procedure is to highlight the expectations implicit in the [BC Human Rights Code](#).

### Procedures

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1. The district is committed to providing a learning and working environment which provides equal access and opportunities to all and where discriminatory practices that violate the [BC Human Rights Code](#) are prohibited.
2. The district believes that the learning and working environment should be supportive of the dignity and self-esteem of individuals at all times. This requires mutual respect, cooperation and understanding among all individuals and groups involved in the school district.
3. District and school leaders will:
  - 3.1 ensure that all schools, departments and sites are free from discriminatory practices that violate the [BC Human Rights Code](#).
  - 3.2 create awareness in all staff and students of the diversity of the community and school or department members, and assist students and district employees in developing positive behaviour towards all persons.
  - 3.3 continue to promote curricula and programs that provide opportunities for all persons within the school community to acquire a better understanding of human diversity.

Reference [BC Human Rights Code](#)

Last Revised: May 2013

## AP 108 – Singing of the National Anthem

### Background

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The purpose of this procedure is to promote loyalty to Canada and to develop a spirit of patriotism in students through the singing of the national anthem.

### Procedures

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1. Schools are required to teach students the words to ‘O Canada’ and the respectful behaviour to be observed during its singing.
2. School assemblies will have the Canadian flag displayed conspicuously in the assembly hall. The words of the National Anthem may also be displayed.
3. The Canadian National Anthem will be sung at the beginning of every formal school assembly. In dual-track schools, the anthem, or portions thereof, should be sung in both official languages.
4. The Canadian National Anthem will be sung by all K-Grade 8 students at least once a week in either English or French. This is optional at the secondary level.

Reference     [School Act, Section 189 \(1.2\)](#)  
                  [School Regulations](#) 5(10 and 5(11)

Last Revised: May 2013

## AP 109 – Flags

### Background

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The purpose of this procedure is to ensure that the Canadian flag is flown according to specific guidelines. This section provides guidelines for raising, lowering, storing, and replacing the Canadian flag, including flying the flag at half-mast.

### Procedures

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1. The National Flag of Canada, and where possible the Province of BC flag on separate flag poles, will be hoisted on school property.
2. The flag(s) will remain hoisted during the hours school is in session and will be removed during winter, spring and summer breaks.
3. The National Flag of Canada is always flown in the position of honour:
  - 3.1 The National Flag is always flown on its own mast.
  - 3.2 When there are three flags, the National Flag is flown in the center
  - 3.3 When there are two flags or more than three flags, the National Flag is flown furthest left (to an observer facing the display)
4. When the flag is taken down, it should not touch the ground and must be carefully folded and kept in a suitable place.
5. When notified by the Superintendent's office to fly the flag at half-mast, the flag should be lowered at least to a position recognizably "half-mast".
6. When a flag becomes tattered and is no longer in a suitable condition for use, it must be destroyed in a dignified manner. Please deliver all flags to be destroyed to Facilities by June 15th of each school year for appropriate disposal. Flags are not to be discarded in the garbage.
7. Flags can be ordered from [www.dcv.gov.bc.ca](http://www.dcv.gov.bc.ca) (enter "flag" in the search box on the left menu bar.)

Reference <http://www.canadianflags.com/>

Last Revised: May 2013



## AP 110 – Signage and Murals

### Background

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The purpose of this procedure is to ensure signage and murals, both external and internal, serve the intended purpose of communicating a message, consistent with the values and operating principles of the district.

### Procedures

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1. In general, schools must not become vehicles for the displaying of materials intended primarily for commercial gain, nor for exploitation of students and their families by commercial, religious, cultural or other non-school interests.
  - 1.1 Murals:
    - 1.1.1 The school principal must seek authorization from the Director of Facilities before proceeding with the planning and installation/painting of murals on school interior/exterior walls.
    - 1.1.2 The authorization is to ensure that the mural project is feasible, and associated costs are accounted for.
  - 2.1 Exterior and Interior School Signage:
    - 2.1.1 The school principal must seek authorization from the Director of Facilities on the installation of all regulatory signs required by Government Regulation and/or City By-Law.
    - 2.1.2 All regulatory signs utilized on school district property shall be placed in conspicuous and appropriate areas and approved by the Director of Facilities.

Last Revised: May 2013

## AP 111 – Copyrighted Materials

### Background

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The purpose of this procedure is to provide guidance to the schools and district sites in observing copyright law.

### Procedures

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1. The Abbotsford School District does not condone or support the reproduction of digital formats, television and radio programs, audio and video resources, printed matter, or any other copyrighted or patented materials for which the rights are not secured by an individual, a school or by the district.
2. School/Site Responsibility
  - 2.1 All equipment capable of reproducing copyrighted material will have a label affixed which details instructions for copying copyrighted materials.
  - 2.2 Principals and Operational Management staff are to ensure that equipment capable of reproducing copyrighted material has the appropriate labels attached.
3. Print Materials
  - 3.1 Printed materials covered by the Access Copyright<sup>®</sup> license with the BC Ministry of Education may be reproduced in accordance with the terms of the current agreement. Print material not covered by the Access Copyright license cannot be used by employees unless written permission (from the legal copyright holder) is obtained.
4. Non-Print Materials
  - 4.1 School district employees cannot use purchased or rented audio, video, or software in the classroom unless a district or specific site license permitting public performance has been obtained. Video recording of television programs is protected by copyright with some exceptions.
5. Limited Exemptions for Educational Purposes
  - 5.1 Legislation does allow for limited exemptions for educational purposes. A list of those exemptions is available in schools, or can be obtained by calling the Director of Information Technology.
  - 5.2 The Director of Information Technology or designate will inform employees on a regular basis about copyright legislation. An appropriate copyright warning notice will be placed on or near district equipment capable of making audio, video, or print copies.
  - 5.3 Employees wishing to obtain legal permission to copy materials should contact the Director of Information Technology or designate to obtain information on the process.

Reference [AP 210 – Learning Resources](#)

Last Revised: May 2013

## AP 112 – Student Data – Storage and Retrieval

### Background

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Pursuant to section 79(3) of the [School Act](#), a board must maintain an accurate, comprehensive record for each student registered in the school district. This procedure outlines district requirements for the storage and retrieval of such information.

### Procedures

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#### 1. Student Records

- 1.1 A student record is defined as any record of information (in written or electronic form) pertaining to an individual student that is created and/or stored by an employee of the school district.
- 1.2 When collecting personal information, school personnel must inform students and/or their parents/guardians of the authority by which the information is collected, the purpose of collecting the information, and the name of someone in the organization to whom the student and/or guardian may speak about the collection.
- 1.3 Personal information collected about students shall be secured and stored in a manner that ensures its privacy and any use of such personal information shall be for the purpose for which the information was collected or compiled or for a use consistent with that purpose.
- 1.4 All student records remain the property of the School District.

#### 2. Type of Student Records

##### 2.1 Electronic School Records

Schools must follow the guidelines and instructions for electronic school files as per the [SIS Standards](#) and the resources posted in AbbyConnect through the BCeSIS Resources section on STaRT Education.

##### 2.2 Permanent Student Record

2.2.1 The “**Permanent Student Record**” consists of the following **two** parts;

- 2.2.1.1 Form 1704 (PSR Card), completed in accordance with the Ministry of Education “[Permanent Record Card Completion Instructions](#)”, which are effective at the time of completion, **AND**
- 2.2.1.2 A minimum of the two most recent years of Student Progress Reports (including documentation to support orally communicated letter grades), OR: an official copy of the Transcript of Grades.

### 2.2.2 Permanent Student Record – Retention Period

The Permanent Student Record must be maintained for 55 years after the student withdraws or graduates from school.

#### Graduates

Form 1704 (PSR Card)

Ministry of Education Transcript of Grades

#### Storage

at SBO

at School/digital copy

#### Non-Graduates

Form 1704 (PSR Card)

Progress Reports for last 2 years (electronic)

#### Storage

at SBO

Server Backup

**NOTE:** If there is no Ministry of Education Transcript of Grades, then the last two (2) years' reports cards must be maintained as per the [PERMANENT STUDENT RECORD ORDER \(School Act\)](#). These may be stored electronically.

### 2.3 Student General File

A general file shall be established and maintained for each student enrolled and will contain copies of the current records used in the planning and administration of the student's education program. All information pertaining to a particular school year must be appended together at the end of each school year and marked with the school year.

Student file contents differ for each student, but may contain:

- 2.3.1 Medical Alert Information
- 2.3.2 Permanent Student Record Card
- 2.3.3 Copies of Report Cards
- 2.3.4 Individual Education Plans (IEP's)
- 2.3.5 Standardized Individual Achievement Tests
- 2.3.6 Transfer Forms
- 2.3.7 Registration Forms
- 2.3.8 Learning Assistance Referrals
- 2.3.9 Student Learning Plans (SLP's) - Grade 9 and higher
- 2.3.10 Safety Plan
- 2.3.11 Formal letters of suspension
- 2.3.12 Formal notes on behaviour issues, concerns, strategies and interventions.
- 2.3.13 Board of Review Package (if any)

### 2.4 Learning Support Services (red) Confidential Folder (including):

#### 2.4.1 Outside Agency Documentation:

- Custody and Restraining Orders
- Legal Matters
- Medical/Health Reports

#### 2.4.2 School District Documentation

- Parent Release Forms
- Student Services Referral/Reports: (OT, PT, SLP, Vision/Hearing)
- Behaviour Assessment
- ESL/LAC Reports

- Psychologist Report
- School Based Team Recommendations

## 2.5 General Student File Retention Period

### 2.5.1 Graduates

When a student graduates, the file must be kept until the student reaches the age of 19 years + 3 years. These files are kept at the school.

### 2.5.2 Non-Graduates Secondary Schools

Secondary schools may retain the general files of students who withdraw; however, they are expected to forward a list to the SBO for tracking purposes. The list will include the complete student name, date of birth, PEN number, grade, last day of attendance and reason for exit.

### 2.5.3 Non-Graduates Elementary/Middle Schools

If a student withdraws, and the file is not requested, the original student general file is sent to the school board office. For student transfers, see [Section 3](#).

## 2.6 Teacher/Principal/Vice-Principal Files

Records relating to the student's annual activities and work, including interim marks and other related information (such as the learner portfolio, samples of work, or discipline records) are retained in the classroom/principal/vice-principal's office for the school year, then selectively filed in the student's general file.

## 3. Student Transfers/Withdrawals

### 3.1 Public School within the Province of BC

On receipt of a request from a public school within the Province of BC to which a student transfers and is enrolled, a board must transfer the student's **ORIGINAL** permanent student record and general file. The Learning Support Services (red) Confidential Folder is only released with a release form signed by the parent/guardian (Appendix A).

### 3.2 Independent (private) School OR an Educational Institution outside the Province of BC

Where a former student of the board is enrolled in an independent (private) school within the Province OR in an educational institution (public or private) outside the Province, and a board receives a request from that independent/private school OR educational institution outside of the Province of BC, the board must transfer a **COPY** of the student's permanent student record and general file. The Learning Support Services (red) Confidential Folder is also copied and released with parental/guardianship consent (Appendix A).

### 3.3 Electronic Student Withdrawals

The withdrawal date **must** be the day after the last day of school was completed. After the Withdrawal date and Reason code is entered, a permanent student record card must be printed showing the withdrawal date and the reason code.

Once a student is withdrawn from the home school, the history for that student is archived and some reports cannot be run. It is important to **print** any reports before the student is withdrawn. Click the **Hot Print** at the bottom of the demographic page on the right side of the screen to print reports. Then, from the BCeSIS Start Screen, with the student name still displayed, click on the **WDR** icon near the upper left corner of the Start screen. Enter the **withdrawal date** and select a withdrawal **Reason Code** from the drop-down list. The withdrawal date **must** be the day after the last full day of school was completed. **After this information is entered, print a PSR Card** showing the withdrawal date and the Reason Code. File a copy of the site-based or school district withdrawal form in the student's general file.

#### 4. Disclosure of Student Information

Subject to any other statutory or other legal authority or requirement that authorizes or requires disclosure, any person who receives information from a student record shall not disclose that information to any other person except for the purposes of delivering or planning the delivery of the services.

##### 4.1 Information regarding a student may be disclosed to:

4.1.1 Abbotsford School District employees as needed.

4.1.2 A person who is providing health services, social services or other support services if the information is required to provide that service.

4.1.3 The parent/guardian of the student of school age attending a school.

NOTE: Parents/guardians may examine the records while accompanied by the principal or a person designated by the principal to interpret the records, and may request copies on payment of a fee that does not exceed the cost to the school of providing copies.

The results of psycho-educational assessments and other standardized test results will be discussed with the parent/guardian in a conference, and copies may be offered to the parent/guardian.

Copies of the test protocols may not be given to a parent/guardian.

##### 4.2 Requests for student records from lawyers or other third parties (other than parents)

All requests for student records from lawyers or other third parties who are not the legal parents/guardians of the student, or are not providing health services or social services, should be forwarded to the district's freedom of information and protection of privacy coordinator. Clerical staff should immediately date stamp the request upon receipt and forward it to the secretary-treasurer's office. Schools will be requested to make two (2) copies of the required documents.

Note: There is a 30-day timeline on these requests.

Appendix [AP 112-1 Release of Confidential Information](#)

Reference [School Act](#)

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

[Family Law Act](#)

[Permanent Student Records Order](#), BC Ministry of Education, Governance and Legislation  
Branch

[Permanent Student Records Instructions](#), BC Ministry of Education

Last Revised: May 2013

## ***AP 112-1 Release of Confidential Information***

Insert Principal's Name  
School Name  
and Address  
here

(Business Card could be inserted here)

As parent(s)/guardians(s) of:

Student Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  
*year*                      *month*                      *day*

I (We) hereby authorize School District No. 34 (Abbotsford) to release the following confidential records concerning my above named child:

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to the following person(s) or agency.

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## AP 113 – Nutritional Foods in Schools

### Background

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The Abbotsford School District recognizes the important role nutrition plays in the total development and performance of the individual, and recognizes the responsibility of the school to encourage healthy lifestyles in cooperation with the home and community.

The purpose of this procedure is to promote good nutrition and healthy living by providing guidelines for K-12 educational programming, and for the food and beverages served or sold in schools.

### Procedures

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1. All food and beverages offered and sold in schools will be classified into three groups:
  - Green - "Choose most"
  - Amber - "Choose Sometimes"
  - Red - "Choose Least"
2. Schools will be provided with guidelines containing the classifications with examples of commonly sold or consumed foods and beverages and other healthy alternatives. New or uncategorized foods and beverages will be evaluated, classified and updated as required and approved annually. Schools can refer to the guidelines (AP114-2) to assist them with the implementation of this policy.
  - 2.1 Elementary and Middle School Levels - Red category beverages will not be offered, sold, or distributed at any time at Elementary and Middle Schools.
  - 2.2 Secondary School Level - Red category beverages will not be offered, sold, or distributed during school hours at the Secondary school level. School hours are defined as midnight to 4:00 p.m. on any day that classes/exams are in session.
    - 2.2.1 Secondary schools may choose to sell red category beverages from 4:00 p.m. to midnight on school days, anytime on weekend days and anytime on a weekday when classes/exams are not in session and the school is open for extra-curricular activities.
    - 2.2.2 Vending machines containing red category beverages (permitted only at the Secondary school level) must be on timers to prevent purchases during school hours.

Note: Caffeinated, highly sweetened, and/or artificially sweetened beverages, which provide little or no nutritional or health benefit will generally be classified as "Red" category beverages.

Note: Foods that provide little or no nutritional or health benefit will generally be classified as "Red" category food.

### 3. Foods at School

- 3.1 Parents are encouraged to provide a recess snack and lunch for their children, following Canada's Food Guide to Eating Well.
- 3.2 When foods are provided as a reward or for a celebration, foods from the "Choose Sometimes" or the "Choose Most" categories of the *Guidelines for Food and Beverage Sales in BC Schools* issued by the Ministries of Education and Health, should generally be served to students, at the discretion of the Principal.
- 3.3 School fund-raising efforts should avoid the sale of foods listed in the "Not Recommended" or "Choose Least" categories of the *Guidelines for Food and Beverage Sales in BC Schools*.
- 3.4 Parent Advisory Committees, when holding events that offer food at schools, are encouraged to follow the *Guidelines for Food and Beverage Sales in BC Schools*.
- 3.5 Schools will make every effort to comply with the *Guidelines for Food and Beverage Sales in BC Schools* for all foods and beverages available to students through:
  - cafeterias
  - instructional programs such as the Career Preparation Programs in Food Services. Curriculum requirements may take precedence over the *Guidelines for Food and Beverage Sales in BC Schools*.
  - beverage and snack vending machines
  - school stores
  - other events or locations where food is served

### 4. School Meal Programs

- 4.1 Lunch (snacks) Meal Programs will follow the standards established by the Ministry of Education, Canada's Food Guide to Healthy Eating.
- 4.2 Breakfast Programs provided by various community organizations will follow the standards established by the Ministry of Education, Canada's Food Guide to Healthy Eating.

Appendix: [AP 113-1 Nutritional Foods in Schools Rationale](#)  
[AP 113-2 Categories and Guidelines for School Food and Beverages](#)

Reference: Eating Well with Canada's Food Guide ([www.healthcanada.gc.ca/foodguide](http://www.healthcanada.gc.ca/foodguide))  
Guidelines for Food and Beverage Sales in BC Schools  
Action Schools BC  
Fraser Health  
Healthy Abbotsford

Last Revised: May 2013

## ***AP 113-1 Nutritional Foods in Schools Rationale***

Nutrition plays a significant role in children's growth and development, resistance to disease and physical and mental health. It is important to have a diet that is nutritionally well balanced.

Research clearly shows that many life-threatening diseases and health concerns such as obesity, heart disease, diabetes and dental problems begin in childhood from early food habits. Of particular concern in recent years is the increased consumption of refined sugars and trans-fatty acids in the North American diet. Research also demonstrates a significant relationship between nutrition and a child's physical, emotional healthy and intellectual readiness to learn. The school's role in health promotion and disease prevention is significant which underscores the need for action.

Many children do not receive enough food or enough essential nutrients to support proper growth and good health. Many children are overfed and still under-nourished. Short-term effects of chronic under-nutrition are fatigue, irritability, inattentiveness, and increased susceptibility to colds, influenza, and infections. Long-term effects can be underachievement in school, low self-esteem and general poor health.

The Abbotsford School District believes the situation is serious and there is enough research now supports that this generation of young people will be the first generation to have shorter life spans than their parents. Schools are a powerful influence in the lives of growing children and therefore have a unique opportunity and obligation to foster a school environment that promotes, values and models support for all aspects of healthy living.

The Abbotsford School District is concerned about the changing nutritional habits and attitudes of young people, and wishes to contribute to the establishment of healthy eating habits by providing:

- instruction at all levels K-12 in the basics of good nutrition; and
- offering food and beverages of sound nutritional value in its school food services programs and offerings.

The Abbotsford School District also recognizes that many schools have come to depend upon revenue from the sale of the food and beverage items that have been phase out of schools. We are, however, aware of School Districts that have implemented nutrition policies restricting the sale of sugar- laden beverages and other junk foods. It should be noted that these districts and schools not only maintained, but also in some cases have increased, revenues from the sale of nutritional foods and beverages.

## AP 113-2 Categories and Guidelines for School Food and Beverages

<b>SECONDARY – Green, Amber &amp; Limited Access to Red</b> (Restricted access after 4:00 p.m. on school days. There are no restrictions on non-school days and weekends.)		
<b>MIDDLE – Green &amp; Amber Only</b>		
<b>ELEMENTARY – Green Only</b>		
<b>Green</b>  Beverage Category  ‘choose most often’	<b>Amber</b>  Beverage Category  ‘choose sometimes’	<b>Red</b>  Beverage Category  ‘choose rarely’
<p><b>Unsweetened Juices &amp; Beverages</b></p> <ul style="list-style-type: none"> <li>• White Milk</li> <li>• Water</li> <li>• Carbonated Unsweetened Mineral Water</li> <li>• Unsweetened Beverages</li> <li>• Non-caffeinated, Herbal &amp; Fruit, Hot &amp; Cold Teas</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Items (including whole grain breads and fresh vegetables) tend to be the highest in nutrients, the lowest in unhealthy components, and the least processed.</li> </ul>	<p><b>Light to Moderately Sweetened and/or Caffeinated Beverages</b></p> <ul style="list-style-type: none"> <li>• Single-flavoured Milk (Chocolate, Vanilla, Strawberry, Banana)</li> <li>• Lightly Sweetened Fruit Juices and Juice Blends</li> <li>• Herbal, Fruit &amp; Regular Teas (with limited caffeine content)</li> <li>• Unsweetened Juices</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Items (such as flavoured yogurts) tend to be nutritious but moderately salted, sweetened, or processed.</li> </ul>	<p><b>Highly Sweetened, artificially sweetened and/or Caffeinated Beverages</b></p> <ul style="list-style-type: none"> <li>• Soft Drinks</li> <li>• Coffee</li> <li>• Powdered Drink Mixes (e.g. hot chocolate, Tang, etc.)</li> <li>• Syrup-based Frozen &amp; Regular Drinks (i.e. Slushies, Frappachinos)</li> </ul> <p><b>Food</b></p> <ul style="list-style-type: none"> <li>• Items (such as french fries) tend to be low in key nutrients such as iron and calcium or may be highly salted, sweetened, or processed.</li> </ul>

\* Note: Any artificially sweetened beverages will automatically be classified under the “Red” Category

### **Not Recommended**

These items (including candies and drinks where sugar is the first ingredient, power/high energy, or the second ingredient after water) tend to be highly processed, or have very high amounts of sweeteners, salt, fat, trans fat, or calories relative to their nutritional value.

## Section 200 – Instructional Programs

## AP 201 – Curriculum Development and Implementation

### Background

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The purpose of this procedure is to outline responsibilities with respect to curriculum implementation and development in the Abbotsford School District.

### Procedures

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1. Directors of Instruction
  - 1.2 Directors are responsible for:
    - 1.2.1 assisting the Superintendent in managing the curriculum services in the district
    - 1.2.2 working with district staff and principals in the areas of curriculum implementation and staff development
    - 1.2.3 monitoring the effectiveness of curriculum implementation as it relates to programs
    - 1.2.4 communicating the intended effects of curriculum change to the system
    - 1.2.5 being a resource person for principals and teachers
2. Principal
  - 2.2 The school principal is responsible for:
    - 2.2.1 monitoring the effectiveness of curriculum implementation and development at the school level
    - 2.2.2 communicating the effects of curriculum change to directors the Director of Curriculum & Information Technology
    - 2.2.3 being a resource person for teachers in curriculum matters
    - 2.2.4 managing implementation and development processes at the school level
    - 2.2.5 identifying obstacles and assisting staff in dealing with obstacles implementing curriculum changes at the school level
    - 2.2.6 providing the following support activities with respect to curriculum implementation and development:
      - establishing school goals
      - establishing priorities
      - identifying school needs
      - providing communication to parents

Last Revised: May 2013

## AP 202 – Board Authority Authorized (BAA) Courses

### Background

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Courses for the Abbotsford School District may be developed and implemented to supplement the Ministry's curriculum offerings and meet local needs. The purpose of this procedure is to ensure that Board/Authority Authorized Courses are appropriate, relevant, and feasible. This section provides a list of questions to be answered to ensure that proposed courses meet specific selection criteria, and guidelines for considering, reviewing, and evaluating courses.

### Procedures

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1. The Board of Education will approve BAA Courses, supporting texts, and other instructional materials by resolution.
2. The following criteria will be applied with respect to BAA Courses:
  - 2.1 Does the proposed course follow the guidelines found in the BAA Courses Requirements and Procedures Guidebook?
  - 2.2 Does it follow the District (Ministry) template?
  - 2.3 Has a sound educational rationale been developed and written for the course?
  - 2.4 Is the course appropriate for a public school at the level indicated?
  - 2.5 Is the proposed course significantly different from existing courses?
  - 2.6 What evidence, if any, is there of the need or demand for the proposed course?
  - 2.7 Has a clear set of goals and learning outcomes been developed and written?
  - 2.8 Is the course consistent with the provincial and district philosophy of education?
  - 2.9 Is the cost of the course commensurate with its value to students?
  - 2.10 Can this course be offered without adversely affecting funds and facilities available for other courses?
  - 2.11 Are special qualifications needed to teach the course? Will the proposed course be able to survive if the originator of the course leaves the district?
  - 2.12 Have the course developers surveyed the field for appropriate instructional materials?
  - 2.13 Is the course appropriate at all schools?
  - 2.14 Will the proposed course have at least 18 students?
  - 2.15 If the courses have more than one grade level, are outcomes discrete and specific to each level?



3. Application Procedures

3.1 On a yearly basis, a “Timeline for BAA Course Applications Approval” will be issued to all secondary administrators in the district. Administrators will declare their intention to submit a course proposal to the Director of Curriculum by the deadline stated on the “Timeline for BAA Course Applications Approval”.

4. Each year, the Superintendent (or designate) will review with the Board the list of Board/Authority Authorized Courses in use, and those planned to be used the following year.

Reference Board Authority/Authorized Courses Requirements and Procedures Guidebook  
[www.bced.gov.bc.ca/graduation/docs/baa\\_requirements.pdf](http://www.bced.gov.bc.ca/graduation/docs/baa_requirements.pdf)

Last Revised: May 2013

## AP 203 – Establishment of Specialized Programs, Academies or Schools

### Background

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The Board of Education is committed to serving the diverse needs of students, as seen by parents, while recognizing the needs of the district as a whole. This section describes the criteria and process which will be applied in considering the implementation of alternate programs or schools, as well as the requirement for periodic assessment following implementation.

### Procedures

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1. The Superintendent will establish a process for program development and communicate it to all schools. Proposals for new programs will be presented to the Board for consideration.
2. The Board of Education will consider the establishment of specialized programs or schools only when the following criteria and conditions have been met:
  - 2.1 A proposed program or school must meet the requirements of the [School Act](#) and [Regulations](#), and the provincial and district prescribed curriculum.
  - 2.2 A proposed program or school will have a statement of philosophy and objectives.
  - 2.3 A proposed program or school will be open to application by any student in the district. Where selection of students is required because of the nature of the program or space limitations, criteria and a process will be approved as part of the program or school proposal.
  - 2.4 The constraints of regular planning timelines of the district (school calendar, budget planning processes, etc.) will determine the date of establishment for an alternate program or school.
3. Preliminary Requirements
  - 3.1 Where a proposal to establish an alternate school is considered, a comprehensive assessment will be undertaken which will include:
    - 3.1.1 an educational assessment, to determine:
      - i) the needs of the students the program is intended to serve
      - ii) the level of interest on the part of students/parents
    - 3.1.2 the long-term viability of the proposed offering, which shall include considerations such as, but not limited to:
      - i) the ability to maintain established minimum enrolment levels without the provision of special transportation assistance by the Board of Education;

- ii) the impact on the viability of other established programs or schools;
  - 3.1.3 compatibility with the aims and objectives of the school district as established by the Board of Education;
  - 3.2 an enrollment assessment which considers the availability of suitable space, the impact on the viability of other district programs or schools, and the potential impact on future capital funding for the district;
  - 3.3 a financial assessment which considers the availability of supporting grants and operating funds, as well as the financial impact on a district-wide basis in both the short and long-term.
4. Guidelines
- 4.1 Specialty Academies must conform to the Specialty Academy Criteria regulation; [School Act](#) Section 82.1;
  - 4.2 Fees may be charged for an approved specialty academy as per the [School Act](#), Section 82.4;
  - 4.3 Fees payable to a specialty academy as subject to [Administrative Procedure AP317, Student Fees](#), and the applicable financial hardship provision;
  - 4.4 Specialty Academies are open to all students in the Abbotsford School District;
  - 4.5 Spaces in Specialty Academies will be assigned as per the Registration Priorities in Policy 18, School Catchment Areas, and will be confirmed by June 15<sup>th</sup> annually;
  - 4.6 Enrolment in a Specialty Academy is managed by the host school and acceptance into an academy is determined by the criteria established at the host school;
  - 4.7 District Students who wish to enroll in an academy in another non-catchment school within the district must complete a Non-Catchment Request form for the Academy;
  - 4.8 Out of District Students must apply to the Abbotsford School District first using the appropriate form with the request to attend an Academy;
  - 4.9 Students who enter an academy from a non-catchment school or from an out-of-district school will return to their home school or home district at yearend if they withdraw from the academy within two years.
5. Periodic Evaluation of Alternate Programs / Schools
- 5.1 The superintendent will conduct periodic program evaluations, with reports presented to the Board of Education.

Reference [School Act](#), Section 82  
Board Policy 16 'Programs/Schools of Choice'

Last Revised: May 2013

## AP 204 – French Immersion

### Background

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The purpose of this procedure is to ensure that French Immersion programs in the Abbotsford School District operate according to the Ministry of Education guidelines and school program goals. This procedure provides guidelines for French Immersion education at the primary, intermediate and secondary levels.

### Procedures

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1. French Immersion programs will operate according to Ministry of Education guidelines, and will be designed to meet the following program goals equally in all schools:
  - 1.1 Develop in students the ability to communicate effectively in both languages, so that they may take advantage of educational, vocational, and cultural opportunities.
  - 1.2 Develop in students an appreciation and understanding of the values and customs of Francophone people, particularly in French Canada.
  - 1.3 Develop in students a favourable attitude towards the French language and Francophone people
2. Within the limits of available space and resources, the Superintendent will ensure continuity of the French Immersion program to students.
3. The Superintendent is responsible for providing the French Immersion program with bilingual support services K-12. French Immersion teachers must demonstrate both oral and written fluency in both French and English.
4. Students will be admitted to the immersion Program via Early Immersion at the kindergarten, grade 1 levels (if space is available), and also via the Late French Immersion program in grade 6.
  - 4.1 School staff, in consultation with parents who choose to register their child in Early Immersion at the grade 1 level, should discuss the following:
    - Reasons why the child did not begin Early Immersion in kindergarten
    - The child's readiness to enter French Immersion in grade 1
    - Establish a trial period and set a date to review the child's progress in his/her transition within the first six weeks.
5. Registration begins in January for the following school year.
  - 5.1 Priority will be given to siblings of students currently in the Abbotsford program for a limited time before open registration.

- 5.2 During open registration, students will be admitted on a 'first come, first served' basis at the respective French Immersion schools.
- 5.3 Students attending French Immersion classes from outside the school's catchment area will be considered non-catchment students. They may be provided transportation as set out in AP 306, 'Transportation of Students to and from School'. Otherwise, parents will be responsible for transporting students.
- 5.4 Non-catchment permits are granted for French Immersion schools on the same basis as they are granted for English language schools.
- 5.5 When a school's program is filled, students and parents will be advised to register at a neighbouring French Immersion school, provided that the school has space.
- 5.6 Once in the French Immersion program, students will be accommodated for the duration of the program. However, new non-catchment requests may be cancelled as school demographics change.

Last revised: May 2013

## AP 205 – Modern Language Programs

### Background

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The Abbotsford School District recognizes the value to students of additional language learning, and supports the implementation of language programs subject to the viability of a proposed program and the availability of resources, as set forth in this procedure.

### Procedures

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The Ministry of Education mandates the provision of second language instruction from grades 5 through 8. The Abbotsford School District currently offers French across the district and Punjabi in certain schools as second languages within that grade range.

1. Definition: “Second Language”
  - 1.1 The term “second language” refers to the study of any language that is not the student’s first language. The purpose of such a study or course is to provide students with instruction which will enable them to become functional in that language, both orally and in written form. During the study of a second language, the instruction of culture and tradition is also emphasized to assist students to understand the emergence of a language and its importance to its people.
2. Establishment of Second Language Instruction Programs
  - 2.1 Subject to the regulation and policies of the Ministry of Education, the Superintendent will consider the establishment of additional second language programs only when the following criteria and conditions can be met:
    - 2.1.1 Classes established in the alternate modern language must be compatible with the other stated goals of the district, with respect to both educational justification and the direction of resources toward the program
    - 2.1.2 Sufficient minimum enrolment levels can be maintained to ensure the viability of a program. Once established, classes will be maintained above the level of 19 students at each grade level
    - 2.1.3 Suitable space is available to accommodate the program without impacting the viability of other programs
    - 2.1.4 Qualified instructional staff are available
    - 2.1.5 Adequate academic supervision and evaluation of the program must be available
    - 2.1.6 Suitable instructional materials are available to ensure compliance with BC Ministry of Education curriculum guidelines and must be approved via the district review process

- 2.1.7 A source of funding has been identified to cover all costs including, but not limited to, staff and instructional materials to support the program
- 2.2 The Superintendent may discontinue an alternate language program, with written notice to the impacted parents by April 1 prior to discontinuance in September of the following school year.

Last Revised: May 2013

## AP 206 – Accessing Learning Support Services

### Background

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The purpose of this procedure is to describe how to access Learning Support Services programs and services, and to ensure that the process for referring students is consistent throughout the Abbotsford School District.

### Procedures

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1. When student difficulties interfere with optimal educational progress, students may be referred for assistance through Learning Support Services. In all situations, parents/guardians are to be involved in the decision making process, and their signed consent is required as part of the referral. The Director of Learning Support Services will monitor the referral process, in consultation with the appropriate staff. These steps are followed:
  - 1.1 The student’s parents or guardians will be informed of the classroom teacher’s initial concerns, and will be asked to provide input into the educational plan or participate as part of the student’s planning team.
  - 1.2 Parents/Guardians must be notified when their child is being referred to the School Based Team.
  - 1.3 The School Based Team shall meet to determine the services or programs that can best meet the student’s needs.
  - 1.4 The School Based Team will submit referrals to the appropriate school/district staff. Referrals for district services must be made using the Referral for Learning Support Services form.
  - 1.5 Additional information may be required for referral to certain programs. Some services can only be accessed through Learning Support Services at the district level, with access determined through a screening process.
  - 1.6 District Learning Support Service personnel are available to assist schools with the referral process.
  - 1.7 If the School Based Team refuses to refer a student, parents or guardians may appeal the decision of the Director of Learning Support Services.



2. The range of learning support services includes:

2.1 School Based Services

- Learning Assistance
- Youth Care Worker (middle and secondary)
- Counsellor (middle and secondary)

2.2 District Services

- Speech and Language Pathologist
- School Psychologist
- Itinerant Youth Care Worker (elementary)
- Counsellor (elementary)
- LSS Helping Teachers (general, vision, hearing)

2.3 District Programs (screening process for entry to program)

- Learning and Assessment Centre
- Social Development Programs
- Resource Rooms
- Community Access Program
- Hospital Homebound

2.4 Additional Services (accessed through LSS Helping Teachers)

- OT/PT
- SET-BC
- POPARD
- POPFASD

Reference: Please refer to the *Learning Support Services Quick Reference Guide*

<https://abbyconnect.sd34.bc.ca/Department/LSS/Pages/default.aspx> for additional information on services, programs, and referral processes and requirements.

Last Revised: May 2013

## AP 207 – School-Based Teams

### Background

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The purpose of this procedure is to establish the terms of reference and standards for School-Based Teams.

### Procedures

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1. All schools are required to have a School-Based Team. The following guidelines reflect best practice and must be followed. It is the principals' responsibility to ensure that these standards are met.

- 1.1 Membership:

The School-Based Team (SBT) includes the following:

- Principal/Vice-Principal
- Classroom teacher
- Learning Support Services Teacher
- Other district staff as needed, such as a counselor, school psychologist, speech and language pathologist, youth care worker, etc.

And may also include:

- Representatives from community services or other ministries as needed
- Former teachers
- Other individuals who have experience with the student such as parents or guardians

2. Roles

- 2.1 The SBT is responsible for the following:

- Planning and coordinating services in the school for students with special needs
- Providing opportunities for consultation on possible classroom strategies
- Supporting teachers in providing appropriate support for students
- Identifying the need for additional district or community services
- Initiating referrals to access other school, district, community or regional services
- Initiating or facilitating inter-ministerial planning and service delivery
- Appointing a case manager
- Monitoring progress regularly
- Maintaining accurate records

3. Referrals to SBT

- 1.1 Parents must be informed of a referral to the School-Based Team, and should be invited to be part of the consultation and planning process.

- 1.2 All referrals to SBT should be submitted in writing, to the SBT Chairperson, and should be processed in a timely manner. Referrals should also include documentation as to date and method in which parent(s)/guardian(s) were informed of the referral. Recommendations resulting from the meeting should be shared with all pertinent stakeholders as soon as possible.

Last revised: May 2013

## AP 208 – Gifted Programming

### Background

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The purpose of this procedure is to outline the District’s philosophy on gifted education, and to establish standards for gifted program design and delivery.

### Procedures

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#### 1. Definitions

- 1.1 Gifted Children – a student is considered gifted when she/he possesses demonstrated or potential abilities that give evidence of exceptionally high capability with respect to intellect, creativity, or the skills associated with specific disciplines. Students who are gifted often demonstrate outstanding abilities in more than one area. They may demonstrate extraordinary intensity of focus in their particular areas of talent or interest. However, they may also have accompanying disabilities and should not be expected to have strengths in all areas of intellectual functioning.
- 1.2 Gifted Education – some students who have been assessed as gifted may demand attention over their entire school career, rather than just occasionally. Gifted education refers to learning experiences developed and coordinated on an individual or group basis, according to long-range goals, to accommodate the extraordinary abilities of students.
- 1.3 Enrichment – many students, not designated as gifted, occasionally show the need for broader or deeper educational experiences. The classroom teacher usually responds with options suggested in provincial curricula or other areas. The replacing, supplementing and extending of the core curriculum by teachers is termed enrichment, and not necessarily a ‘gifted’ program.

#### 2. Gifted Programming

- 2.1 A program for gifted students must include differentiated curricula and learning strategies developed for academically gifted and creative students. Students within the ‘*gifted*’ category must be designated utilizing the district assessment protocol as found in the *Learning Support Services Quick Reference Guide*  
<https://abbyconnect.sd34.bc.ca/Department/LSS/Pages/default.aspx>
- 2.2 Current best practice is to operate the program for gifted students as an integrated part of the total school program. This does not preclude separate groups from being formed outside the regular class for particular activities or projects.
- 2.3 The program should be available for gifted students in all grades (kindergarten through grade 12) and should incorporate district protocols for gifted programs.

Last revised: May 2013

## AP 209 – Course Challenge and Equivalency

### Background

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The purpose of students earning credits through challenge, equivalency, external credentials, and post-secondary credits is to grant credit toward graduation for learning that has occurred beyond the scope of regular schooling and which meets or exceeds the provincial standards for course completion.

Within the 2004 Graduation Program, there are 52 required credits and 28 elective credits within the minimum 80 grade 10, 11, and 12 credits for graduation. Within (or beyond) the 28 elective credits there are no limits to the number of credits earned through equivalency, challenge, external credentials, post-secondary credits, independent directed studies or board/authority authorized courses.

### Procedures

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#### 1. Definitions:

- 1.1 Challenge: A formal process in which a student completes for credit, without taking the course, specific tasks to demonstrate achievement of learning outcomes as prescribed in a Ministry-developed or board/authority authorized course. The entire course must be challenged; a partial credit will not be granted through the challenge process. Students will be granted only one opportunity to challenge a specific course. International students must comply with the challenge procedures set out in [the Ministry's International Student Graduation Credit Policy](#). Procedures are outline in this document. Successful challenges will receive credits without having to take the course in the Abbotsford School District. The Board is not obliged to provide challenges for provincial or locally-developed courses not taught in the District. (See section 1 below)
- 1.2 Equivalency: (Documented Prior Learning): Equivalent grade 10, 11, or 12 Ministry-developed board/authority course from an educational jurisdiction or institution outside the BC school system. Students who have completed equivalent coursework elsewhere may apply to have that coursework recognized for credit by the Abbotsford School District. There is no limit to the number of credits students may be awarded through equivalency. (See sections 2 and 3 below.)
- 1.3 External Credentials: (Ministry-Approved Documented Prior Learning): External credentials approved by the Ministry, based on an official list of the approved credentials and assessments provided annually to schools in the Ministry's [Course Information Book](#). Some external credentials are classified as required course and others as elective courses. School administrators will ensure that there are processes for students to provide appropriate documentation. There is no limit to the number of credits a student may earn by using the external credentials. However, there may be credit restrictions between credentials where the external courses or programs are deemed to be equivalent. (See section 4 below)

- 1.4 Post-Secondary Credit (Dual Credit): Students can earn credit towards graduation by earning credits for courses at specific Post-Secondary Institutions. It is aligned with the procedures for obtaining credit for Equivalency and External Credentials. Students are entitled to earn “dual credit” if they earn credit that leads to a post-secondary credential from a post-secondary institution which is a member of the British Columbia Transfer System or offered in French through Educacentre. For a list of which post-secondary courses for which credit may be earned refer to *British Columbia Council on Admissions and [Transfer Guide](#)*. Applicable post-secondary level courses count towards the required number of Grade 12 level credits needed to satisfy graduation requirements. No fee will be charged for transcript reviews. (See section 5 below).
- 1.5 Independent Directed Studies Policy (IDS): Students are able to initiate their own area of learning and may receive credit towards graduation. Schools can recognize prior learning in a Ministry-developed or Board Authorized course that a student may not have completed. IDS credits may be awarded by boards to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11, or 12 Ministry courses or Board Authorized courses. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course. IDS credits may only be used to satisfy elective requirements. IDS courses can be 1, 2, 3, or 4 credits and the maximum value of an IDS course is 4 credits. A plan of study must be developed by a student and a teacher, and approved by a principal. If students complete a portion of the outcomes for a course, schools may report their achievement to the Ministry using IDS credits.
2. Challenge Procedures
- 2.1 A student can challenge to receive credit for Ministry-Authorized or Board/Authority Authorized Grade 10, 11, or 12 courses if s/he:
- Is currently enrolled or registered as a home school student in the District
  - The course is not a Board/Authority Authorized Course in its first year of implementation
  - Has not completed the course or its equivalent learning outcomes through previous enrollment
  - Can give compelling evidence that s/he will succeed in the challenge.
- 2.2 Students wishing to challenge a course must fill out the: “Course Challenge Application Form: Student Declaration” and submit this form to their counselor.
- 2.2.1 Prior to engaging in a challenge process, principals or designated staff must review the application including any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency. Once reviewed, the Principal and designated staff will confirm the challenge outcome by completing the [AP 209-1 Challenge Application Form](#). For further information on challenge procedures, refer to Ministry of [Education Graduation Program Order](#).
- 2.3 Students must be able to demonstrate their readiness to challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. The demonstration is not to be an onerous

process. School staff, in consultation with students and parents, are to make the decision about readiness.

- 2.4 Principals or designated must document the challenge assessment to be delivered to each student, including a Pre-Challenge Equivalency Review (see documents: [AP 209-1 Challenge Application Form](#) and [AP 209-2 Course Challenge Application Form: Student Declaration](#), and the documentation must be made available to Ministry auditors if requested. Examples of assessment strategies that could be used in a challenge process include such things as: hands-on demonstrations, oral performances, interviews, written examinations, or presentation of a collection of work.
- 2.5 Credit awarded through challenge is measured by the same standards used for students who have taken the course through enrollment. A challenge is considered successful when a student has achieved at least a C- and fifty percent (50%). Students challenging a provincially examinable course will be awarded the School Mark portion only in the challenge procedure, and where applicable, must write the Provincial Exam during a regularly scheduled exam session.
- 2.6 Schools will award credit through Challenge via the Transcripts and Examination (TRAX) system by June 30 of the school year in which the Challenge has occurred. For courses completed via a Challenge process, schools must report the appropriate TRAX code in the “Course Type Field”. For reporting and transcript purposes, schools will assign a letter grade and percentage to all credits awarded through the Challenge process.

### 3. Equivalency Procedures

- 3.1 For equivalency, external credentials and post-secondary credit, school administrators will ensure that there are processes for students to provide appropriate documentation. For the purpose of determining equivalency, comparison of courses may be based on factors such as the following: comparison of learning outcomes, comparison of general subject matter, comparison of depth or breadth of coverage of subject matter, comparison of assessment methods, instruments, and standards. For equivalency to be granted there should be a match of approximately 80% or more of the learning outcomes.
- 3.2 The approval for equivalency must be made by the principal in consultation with the designated advisor, student’s parents/guardians (if applicable), and the student. There will be no fee charged for review or granting these credits; for reporting and transcript purposes, schools will assign letter grades and percentages. If there is insufficient evidence to award a letter grade and percentage, “Transfer Standing” will be awarded.
- 3.3 When equivalency is not available, students may challenge for credit.

### 4. Equivalency Credits for Students Who Have Left French Immersion

- 4.1 Upon completion of Français Langue 7 or 8:

4.1.1 If a student leaves a French Immersion Program after successfully completing Français Langue 7 or 8 then in accordance with District policy, it is recognized that most of the outcomes of French 8, 9 and 10 will have been attained. The student will be placed according to abilities and according to the offerings at the school. Prior to registration in French the student and parents must consult with the appropriate school-based personnel.

4.1.2 If the student wishes to be placed in French 12, then a requirement will be to participate in an interview in French with the teacher and to write a response in French, to a French reading provided by the teacher. If the teacher determines that the student has a reasonable chance of success in French 12, then the student will be enrolled in a French 12 class for a trial of 12 hours of class time. If after this trial the teacher feels the student is inappropriately placed, then, upon consultation with the parent and student, an adjustment to an appropriate placement may be made.

#### 4.2 Upon Completion of Français Langue 9 or 10

4.2.1 Upon successful completion of Français Langue 9 or 10 students may, if leaving a French Immersion Program, choose one of the following options:

4.2.1.1 Credit for French 11 Challenge - The mark reported to the Ministry of Education for French 11 Challenge is determined by averaging the best two of the previous three years' marks in Français Langue. Note that Français Langue 8 is the lowest level course to be used to calculate the average mark. If no percentage is available, the percentage used will be the mid-point of the percentage range for the letter grade. For example, a B would be reported as 79%.

4.2.1.2 Credit for French 11 Challenge and Challenge to French 12 - The mark will be determined as in (1) and reported to the Ministry of Education as the final mark for French 11 Challenge as well as the school portion of the mark for French 12, enabling the student to write the Provincial Examinations.

4.2.1.3 Credit for French 11 Challenge and enroll in French 12 - If a student chooses this option, then the French 11 Challenge mark is calculated and reported to the Ministry of Education as described above.

4.2.1.4 Enrol in French 11 - Students may wish to choose this option to improve their grade.

#### 5. Procedures for External Credits

5.1 In order to earn credit for an approved credential, students must provide the appropriate documentation proving successful completion of the external assessment, course, or program.

5.2 Students may have earned an approved external credential prior to entering Grade 10. If so, they are awarded credit if they present their credential any time after they enter Grade 10.



5.3 For reporting and transcript purposes, schools must assign all credits received as a result of external credential both a letter grade and percentage, if possible, or “Transfer Standing” (TS) may be used.

#### 6. Procedures for Dual Credit

6.1 All post-secondary level courses will be reported using course codes listed in the *Course Registry*.

6.2 For reporting and transcript purposes, schools must assign all credits earned at a post-secondary institution a letter grade and percentage. Provided a course consists of the standard number of hours for most courses offered at that post-secondary institution, such courses will be awarded 4 credits, regardless of the number of credits indicated on the post-secondary institution’s transcript. If the course is offered in modules, credits awarded should be proportionate to 4 credits for the whole course.

6.3 Adult Basic Education (ABE) courses do not count for dual credit.

#### 7. When to Challenge

7.1 Students challenge requests will be reviewed twice a year:

- October 15<sup>th</sup>
- March 15<sup>th</sup>

7.2 Students will need to submit their Course Challenge Application Form prior to the dates above for a review to be considered and processed.

Appendices     [AP 209-1 Challenge Application Form](#)  
                      [AP 209-2 Course Challenge Application Form: Student Declaration](#)

Reference        [Ministerial Order 192/94, The Provincial Letter Grades Order](#)

Last Revised: May 2013

## ***AP 209-1 Course Challenge Application Form***

### **Student Information:**

Student Name: \_\_\_\_\_ Date of application: \_\_\_\_\_

Name of school registered at: \_\_\_\_\_

School Student #: \_\_\_\_\_ Personal Id. # (PEN): \_\_\_\_\_

Date of birth \_\_\_\_\_  
(dd/mm/yy)

Parent/Legal Guardian Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone number: \_\_\_\_\_

I am applying to challenge: (*course name*) \_\_\_\_\_

I wish to challenge this course and will have submitted this application by either:

- October 15 (with any provincial exam component to be written in \_\_\_\_\_)
- March 15 (with any provincial exam component to be written in \_\_\_\_\_)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
School Official Signature

### ***Approval Signature***

This application submitted by \_\_\_\_\_ to challenge  
\_\_\_\_\_ course is approved.

## ***AP 209-2 Course Challenge Application Form: Student Declaration***

All students currently enrolled in the District are eligible to challenge courses (with the exception of Board/Authority Authorized courses in their first year of implementation). Only those students who give strong and compelling evidence that they can meet the required learning outcomes and that it is in their best interest will be permitted to proceed. Challenge is intended to respond to unique needs in exceptional circumstances; it is not intended to replace the valuable experience of classroom learning, nor is it intended to be an opportunity for students to improve their course marks.

**Name of course to be challenged:** \_\_\_\_\_

	YES	NO
1. I have read and understood the paragraph above and know that I must be able to demonstrate a high level of competency related to the prescribed learning outcomes for this course.	<input type="checkbox"/>	<input type="checkbox"/>
2. I have reviewed and am able to demonstrate master of the provincial learning outcomes (IRP) designated for the course challenge.	<input type="checkbox"/>	<input type="checkbox"/>
3. I understand that the challenge exam(s) will include provincial learning outcomes (IRP) of the full course.	<input type="checkbox"/>	<input type="checkbox"/>
4. I have attempted and/or received a passing grade for this course or challenge exam before.	<input type="checkbox"/>	<input type="checkbox"/>
5. I am registered in this course at this or another school.	<input type="checkbox"/>	<input type="checkbox"/>
6. I recognize that the challenge process will involve a number of steps which may include a portfolio, a written test, a lab/project, and an interview.	<input type="checkbox"/>	<input type="checkbox"/>
7. I am aware that the full course must be challenged.	<input type="checkbox"/>	<input type="checkbox"/>
8. I am aware that if this is a provincially examinable course I may be required to write the provincial exam.	<input type="checkbox"/>	<input type="checkbox"/>
9. I have met with a counselor and/or subject advisor who has approved this application.	<input type="checkbox"/>	<input type="checkbox"/>
10. I can explain my desire to challenge this course in relation to my graduation plan.	<input type="checkbox"/>	<input type="checkbox"/>

I have acquired my knowledge as follows:

The Challenge supports my learning plan in the following way:

## AP 210 – Learning Resources

### Background

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The purpose of this procedure is to ensure that appropriate learning resources are used in schools to support curricular outcomes and educational programs, and that District processes for the review of learning resources conform to the [School Act](#) and respect the standards of the community.

### Procedures

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1. Definition
  - 1.1 The term ‘learning resources’ refers to any person(s) or any material with instructional content or function that is used for formal or informal teaching purposes during or outside of instructional time. Learning resources include print and audio-visual materials, digital resources including computer software and digitized pictures and video, computer accessible data, community agencies, organizations and people. (Guest speakers must also comply with [AP 301 – Access to Students](#))
2. Only provincially recommended and/or locally approved resources may be considered for use within the District. All teacher developed resources must meet the provincial and local standards used to evaluate resources within the District. The approval of local learning resources will be coordinated by the District Learning Resources Review Committee under the direction of the Superintendent of Schools (or designate).
3. The District Learning Resources Review Committee (consisting of educators, a trustee representative and parents), will conduct regular reviews and submit lists of locally reviewed resources for approval by the Superintendent or designate. The reviews will cover grade collections and resources in three areas: curriculum, library and digital.
4. It is the responsibility of the school principal to ensure that school level resources are submitted to the District Learning Resources Review Committee for approval. A school level resource should be submitted for approval if it meets any of the following conditions:
  - It is current and will be used on a regular basis.
  - It is used broadly across a grade or department.
  - It is continually used with a majority of students.
  - The relevance/suitability to the curriculum is questionable.

5. Principles Supporting the Selection of Learning Resources
  - 5.1 The selection or use of some learning resources may involve sensitive issues or topics that may solicit conflicting value positions within the school district (e.g. religious and political beliefs, relationships, human sexuality, cultural and family values, substance misuse). The Board is committed to providing direction in such circumstances by adhering to the following principles:
    - 5.1.1 Learning resources should be varied, but must meet Ministry **and/or** Board criteria for selection.
    - 5.1.2 Curricular learning resources must correlate to one or more prescribed learning outcomes.
    - 5.1.3 Learning resources will meet community standards, will be age appropriate, and will be generally supported by parents.
    - 5.1.4 The challenge of a learning resource will result in a thoughtful review of the resource through a consultative process involving parents and professional staff.
    - 5.1.5 Where a learning resource is proposed for approval and does not meet criteria, it will not be used.
6. The primary criteria for learning resource review is relevance to the learning outcomes and content of the course. It is expected that judicious care and consideration will be given to the content of curricular and co-curricular resources available to students. The selection of these learning resources is a professional matter, but is guided by community values, parent concerns and professional wisdom. Selection is an ongoing process that includes the removal of materials that are no longer appropriate according to the selection criteria. Specifically, the following criteria will be applied by the Learning Resources Review Committee:
  - 6.1 The learning resource should be engaging, of high quality and design, and justified in terms of costs and time involved.
  - 6.2 The learning resource should be fair, balanced and free from prejudice, propaganda, discrimination, and stereotyping, except when a teaching or learning situation requires illustrative material to develop critical thinking about such issues.
  - 6.3 The learning resource should be appropriate in terms of the age, maturity, and learning needs of the students for whom it is intended.
  - 6.4 The learning resource should be sensitive to social considerations: age, gender roles, ethnic groups, belief system, socio-economic, violence, ethical and legal considerations, humour, safety, and language.
7. When an educator submits a request for a resource to be evaluated, the District Learning Resources Review Committee will procure copies of the resource. Trained evaluation teams consisting of staff and parents will examine the resource using the above criteria to determine whether the resource meets the approval criteria.

8. The Learning Resource Review teams will submit lists of recommended resources to the Superintendent (or Designate) for formal approval. If the resource is not approved, a written request for reconsideration may be submitted to the Superintendent (or designate). Approval of learning resources is for a period of five years after which time a subsequent review must be held.
9. Challenge Process
  - 9.1 Parent(s)/guardian(s) have a right to excuse their child from access to material which conflicts with their personal values. Parent(s)/guardian(s) also have a responsibility to respectfully discuss these concerns with school staff to arrive at a mutually agreed upon solutions. Irrespective of the challenge process outlined below, if any parent/guardian feels his/her concerns are not satisfactorily addressed, he/she may request that his/her child be excused from a class or portion of a curriculum and/or be provided with alternative learning resources.
  - 9.2 On the basis of appropriateness, any parent or employee of the Abbotsford School District may formally challenge learning resources. Concerns regarding the use of learning resources will first be addressed and resolved, if possible, at the school level with the staff in question, and in turn the principal.
  - 9.3 If the concern cannot be resolved in a timely manner, the request should then be directed to the Superintendent (or designate).
  - 9.4 All challenges of learning resources will be filed using [AP 210-1 Learning Resources Challenge Form](#). The school principal will send a copy of the completed form to the Superintendent (or designate). The Superintendent (or designate) may strike a Reconsideration Committee to review the challenged resource and make a recommendation. The Reconsideration Committee shall be comprised of a balance of educators and non-educators working and/or having children in attendance at a school within the school district.
  - 9.5 The Reconsideration Committee will review the material based on the Ministry and Board approval criteria as well as the concerns expressed by the challenger with respect to relevance and suitability. The Reconsideration Committee:
    - May invite the challenger to attend a Reconsideration Committee meeting.
    - Will examine the challenged resource in its entirety.
    - Will weigh the benefits and shortfalls of the resource and form an opinion based on the material as a whole (rather than on passages or sections taken out of context).
    - Will examine the challenged resource in the context of the educational program, the prescribed learning outcomes for the course, and community standards.
    - Will make a recommendation and forward it to the Superintendent (or designate) to affirm, revise, or overturn the Committee's decision.

- 9.6 If the challenger is not satisfied with the outcome of the challenge process an appeal may be made to the Board of Education through the Secretary-Treasurer's office. If a resource is withdrawn from the Locally Approved Learning Resource list, the reason will be communicated in writing to all schools.

Appendix [AP 210-1 Learning Resources Challenge Form](#)

Reference [School Act](#)  
[AP 202 – Curriculum Development and Implementation](#)  
[AP 203 – Board Authority Authorized \(BAA\) Courses](#)  
[AP 301 – Access to Students](#)

Last Revised: May 2013

## ***AP 210-1 Learning Resources Challenge Form***

### **Resource Information**

Title of Resource: \_\_\_\_\_

Context of Usage: Classroom Resource \_\_\_\_\_ Library \_\_\_\_\_ Other: (please specify) \_\_\_\_\_

Author(s): \_\_\_\_\_ Publisher/Year: \_\_\_\_\_

### **Contact Information**

Role of Person Submitting Inquiry: Teacher \_\_\_\_\_ Parent \_\_\_\_\_ Other (please specify) \_\_\_\_\_

Name: \_\_\_\_\_ Telephone No.: \_\_\_\_\_

Address: \_\_\_\_\_ Email: \_\_\_\_\_

### **Concern**

1. What are your reasons for objecting to the resource? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. The impact of a resource will vary according to how it is presented and interpreted in the classroom, and we urge you to discuss this material with the appropriate people. Have you discussed the suitability of this resource with SD34 staff?

Principal \_\_\_\_\_ Teacher \_\_\_\_\_ Other SD34 Staff \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



### **SD34 Personnel Only**

Results of Review \_\_\_\_\_

Action Taken \_\_\_\_\_





## AP 211 – Health (Human Sexuality)

### Background

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The purpose of this procedure is to provide guidelines with respect to the teaching of the health and career education curriculum, specifically the components related to human sexuality.

### Procedures

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1. Instruction related to health and sexuality must first and foremost comply with the Ministry of Education curriculum outcomes.
2. In the area of human sexuality instruction, a primary focus will be on sexual abstinence, as this is the only truly safe way to avoid pregnancy and sexually transmitted diseases (STD) or sexually transmitted infections (STI)
3. When human sexuality is discussed in any school district context, be that of the Health portion of the Health and Career Education (K to 7 and 8 and 9) and Planning 10 course, or any other curricular areas, the instruction and resources will be age-appropriate and promote abstinence from sexual activity.
4. Teachers who are asked questions about sensitive issues related to the curriculum will take into account the age of the students when deciding on the amount of detail to be given in the response.
5. Teachers must respect the privacy of students and will refrain from asking intrusive and personal questions about them or their family.
6. When discussing contraceptives in relation to STDs/STIs and pregnancy, students must be informed about the associated health risks and failure rates.
7. Student instruction in these areas will follow the Abbotsford School Board approved resources and curriculum. These resources are available at each school or through the START Resources Centre. Training is available to teachers instructing the curriculum within this procedure.
8. The health curriculum must be open to review by parents and the community. Students should also be encouraged to have open communication with their parents.
9. All outside speakers (on or off school-site) must be approved by the principal. Speakers must be made aware of and follow District procedures. Outside speakers will never be left alone with student(s); the teacher is responsible for the student(s) and must always be present. School-wide speakers must be approved by the Superintendent.
10. Teachers should use their professional judgment to decide if it is appropriate for students to be separated by grade for instruction.
11. Parents/guardians have the right to opt for alternate delivery of specific prescribed learning outcomes in the Health portion of the HCE or Planning 10 curriculum. [Form AP211-1 Letter to Parents re:](#)

[Sensitive Topics](#) will be distributed to parents/guardians of all students, prior to delivery of the curriculum.

12. Parents are encouraged to discuss their concerns with the classroom teacher. If parents choose the alternate delivery option, they will be given access to the prescribed learning outcomes and recommended learning resources as outlined in the Ministry curriculum documents. Parents will be required to provide a written explanation of how the student will complete the learning outcomes and demonstrate the knowledge of the Health topics that he/she has chosen to learn in alternative manner. Evidence of learning will be established between parent and teacher.
13. Two weeks prior to delivery of the personal development curriculum to students, a letter will be sent home advising parents they will have an opportunity to review the learning resources (Ref: [AP 211-1 Letter to Parents re Sensitive Topics](#))

#### Glossary of Terms

HCE	Health and Career Education
PP	Personal Planning
STD	Sexually Transmitted Disease
STI	Sexually Transmitted Infection

Appendix      [AP 211-1 Letter to Parents re Sensitive Topics](#)  
                    [AP 211-2 Letter to Outside Speakers re Sensitive Topics](#)

References     [AP 301 – Access to Students](#)  
                    [AP 301-1 Guest Presenter Agreement](#)

Last Revised: May 2013

## ***AP 211-1 Letter to Parents re Sensitive Topics***

School Letterhead

Dear Parent or Guardian,

Two of the important courses your child will take during his or her school years are Health and Careers and Planning 10. These worthwhile courses, which are mandated by the BC Ministry of Education, include a variety of learning outcomes designed to address the topics of healthy living and healthy relationships. Some of these topics are often considered to be of a sensitive nature, in particular, human sexuality.

The lessons pertaining to the Health curriculum organizer have been carefully and thoughtfully prepared to help students develop and nurture healthy life practices. The primary objective is to empower students to make intelligent and informed decisions as they cope with the difficult health issues facing them today. In the area of human sexuality instruction, a strong focus will be on sexual abstinence as the only truly safe way to avoid pregnancy and sexually transmitted diseases is to abstain from sexual activity. In addition, contraceptives will be discussed and failure rates noted. This curriculum will be a valuable asset to students, but parents/guardians are best able to gauge the maturity level of their children and decide whether the proposed curriculum is appropriate for them.

Attached is an overview of the information to be presented in your child's classroom. You are invited to preview all the information and materials that will be presented in the classroom by contacting your child's teacher or school.

As per AP 211, "[Health \(Human Sexuality\)](#)", parents/guardians in the Abbotsford School District have the opportunity to decide if they wish to have their children receive this curriculum at home. If you wish to teach the Health curriculum at home, please contact your child's teacher to make the necessary arrangements.

If you are comfortable having your child receive this curriculum at school, please sign and return the bottom portion of this letter to your child's teacher. A student not taking part in this curriculum will be placed in an alternate instructional setting. Thank you.

*Note: Please encourage your child to share with you the discussion and factual information given during these lessons. The lessons will be informative and taught in a sensitive and respectful manner. Any ethical and moral concerns or questions that may be raised during class will be referred to home for discussion and decision making.*

-----  
As parent/guardian, I give permission for (Student Name) \_\_\_\_\_ to:

- attend all classes where the Health curriculum is presented.
- to have the Health curriculum taught by an alternate delivery method. I understand that it is my responsibility as a parent/guardian to make the necessary arrangements with my child's teacher.

(Parent/guardian) Name: \_\_\_\_\_  
(Please Print) (Parent/guardian) Signature

Date: \_\_\_\_\_

Attachment: Overview of Health Curriculum (grade specific)

## ***AP 211-2 Letter to Outside Speakers re Sensitive Topics***

<school letterhead>

<date>

<name>

<address>

<city>, <prov>

<pc>

Dear <name>:

Re: [Administrative Procedure 211, Health \(Human Sexuality\)](#)

Thank you for your interest in speaking to our students; it is very much appreciated! We believe that it is good for students to hear from adults who are qualified to speak to the curriculum content. This can provide validation for what they have learned through the curriculum.

In the area of human sexuality instruction, a primary focus will be on sexual abstinence, as this is the only truly safe way to avoid pregnancy and sexually transmitted diseases. Therefore, we ask that all outside speakers read [Administrative Procedure 211, Health \(Human Sexuality\)](#) and agree to speak in favour of abstinence and refrain from statements that would compromise the pro-abstinence stance.

Thank you for offering your time to such a worthy cause – the future of our students!

Yours sincerely,

Principal

## AP 212 – Options for the Dissection of Animals

### Background

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One instructional strategy implemented as a means for students to meet the learning outcomes around animal systems is animal dissection. The district acknowledges the right of students to choose not to participate in or observe animal dissections for cultural, religious or ethical reasons.

### Procedures

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1. Schools will provide, within the resources available to them, alternative strategies and activities which meet the science curriculum learning outcomes.
2. In any class where animal dissection is part of the curriculum, teachers will inform students that they have a choice to opt out of animal dissection and that an alternative activity will be made available.
3. Students who choose to opt out of animal dissection will require a parent/guardian signature prior to commencement of a dissection activity.
4. Information about this option will be provided at the beginning of each course during which the dissection is scheduled and just prior to the dissection. Information will also be included in all course outlines where animal dissection is included as a part of the curricular program.
5. An alternative activity (not just observing) that meets the curricular learning outcomes must be provided, and must offer an equal learning experience.
6. All student assessments will be based on the science curriculum outcomes. For students who choose an alternative activity, assessment of their progress will be similar to assessment processes used for dissection activities.
7. Alternatives to animal dissection will be available in all schools, and the principal is responsible for ensuring that comparable alternatives including books, models, film, computer simulations and/or interactive CD's are available for use.

Reference      For activities on alternative animal dissections:  
<http://www.frogsarecool.com/choices.htm>  
<http://biology.about.com/od/onlinedissections/a/aa112805a.htm>

Last Revised: May 2013

## AP 213 – Maximizing Student Learning

### Background

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Optimal student learning occurs with the effective use of instructional time, proven instructional strategies and assessment of/for learning that focus on the prescribed learning outcomes. Maximizing student learning is essential in order to meet the prescribed learning outcomes.

### Procedures

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1. Principals are the instructional leaders of the school, and as such, are responsible for ensuring that teachers know and teach the Prescribed Learning Outcomes (PLO's). Principals are also responsible for evidence that the curriculum is being taught and that every student experiences optimal learning as a result of this instruction.
2. Teachers are expected to teach the Prescribed Learning Outcomes (PLO's) to ensure that optimal learning occurs for every student.
3. School district staff will assist and support schools and educators to ensure that teaching and student learning of the curriculum is evident in all subject areas.

Last revised: May 2013

## **Section 300 – Students**



## AP 301 – Access to Students

### Background

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No organization or person shall have access to any students in the Abbotsford School District without the expressed permission of the Superintendent or designate. This includes physical access, electronic access (e.g. telephone, DVD, livestream, internet) or printed access (e.g. brochures, surveys). The school principal is responsible for the conduct of presenter(s), the content of all presentations.

### Procedures

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An application must be made to the Superintendent's office and if approved, the Superintendent or designate will communicate to school principals that an organization or person has permission to contact them to arrange for any approved presentation(s) and/or distribution of approved information or materials. Speakers who address the whole school must be approved by the Superintendent. Applications must be submitted in advance to the Superintendent's office.

#### 1. Access to Students and/or School Property

##### 1.1 Visitors

All visitors including parents/guardians/caregivers must:

- Report to the office and sign in.
- Obtain and display a visitor badge/pass while at the school.
- Return visitor badge/pass and sign out before leaving.

The following exceptions will apply:

- Persons picking up or dropping off students at regular school start/dismissal times.
- Attendees at a school-hosted or school-sponsored event (e.g. sports event, school play, etc.).

##### 1.2 External person(s) or Organizations

The approval of the Superintendent must be obtained before any presentation, program, club, or activity sponsored by an external person(s) or organization may be included in the activity schedule of any school. Approval for distribution of materials or information for any external person(s) organization must be pre-approved by the Superintendent or designate (see #3.)

##### 1.3 Presenter(s)

A teacher who wishes to have a guest presenter(s) address her class shall obtain written approval from the principal, and [a Guest Presenter Agreement](#) must be completed and filed in the school office.

A teacher must be in the classroom during the guest's presentation, and the presentation subject matter must be age-appropriate and connected to the subject's prescribed learning

outcomes. A principal who wishes to have a presenter(s) address the whole school must have approval by the Superintendent. The principal must ensure that the “Guest Presenter Agreement” is completed prior to the speaker being scheduled.

*Reference [AP 301-1 Guest Presenter Agreement](#)*

#### 1.4 Media

The media will not be permitted to interview, photograph or film on school premises or grounds without the express permission of the Superintendent or designate. If either is unavailable, a school principal has the discretion to allow such access in the case of a school planned event of a public nature (e.g. sporting event, school assembly, drama presentation). In the event access is permitted to a non-public event (e.g. in class) parental consent must first be obtained.

*Reference [AP 324 – Student Photograph/Video and Media Consent](#)*

#### 1.5 District Staff and Contractors

All District Staff and Contractors must:

- Report to the office and sign in.
- Identify the area in the school where they will be working.
- Provide an estimate of the duration of the work.
- Obtain and display a visitor badge/pass while at the school, unless they have and display an Abbotsford School District employee photo identification badge
- Ensure all safety precautions are adhered to.
- Return visitor badge/pass and sign out before leaving.

## 2. Distribution of Information or Materials Requiring Parent/Guardian Consent

2.1 The Superintendent, at his/her discretion, may direct the principal to obtain signed parent/guardian consent forms prior to access to students and/or the distribution of information or materials. In those cases, the following guidelines will apply:

The approved organization or person is responsible for providing to the principal sufficient quantities of consent forms, information or materials, but shall not distribute the consent forms, information or materials directly to students.

2.2 All students will be given a consent form to take home for parent/guardian written consent.

The principal shall be responsible for the distribution of consent forms, information or materials to the students.

2.2.1 All signed consent forms for access and/or distribution of information or materials will be retained at the school office for a full year.

2.2.2 Upon written consent by a parent or legal guardian, a student will receive the information or materials.

3. Distribution of General Information Items in Schools

- 3.1 All requests for distribution of items to schools must be submitted in advance to permit review by, and approval of, the Superintendent or designate (generally the Manager of Communications)
- 3.2 No materials will be accepted for distribution to students and families from businesses or for-profit enterprises.
- 3.3 Once reviewed and approved, materials/information will be distributed to appropriate audiences, on a schedule to be determined by the school district.

Appendix [AP 301-1 Guest Presenter Agreement](#)

Reference [AP 211 – Health \(Human Sexuality\)](#)

[AP 305 – Surveys of Students](#)

[AP 515 – Commercial Advertising and Solicitation of Funds](#)

Last Revised: May 2013

## AP 301-1 Guest Presenter Agreement

Presenter Name \_\_\_\_\_ Occupation (if applicable) \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

Presenter's Subject Matter: \_\_\_\_\_

School District/School Contact: \_\_\_\_\_

- ◆ I understand that I am presenting to a captive student audience and I agree to uphold the policy(ies) and standards as set out by the Board of Education of the Abbotsford School District.
- ◆ In the case of personal development (human sexuality) subject matters, all of my presentation(s) to students will emphasize abstinence as the only 100% effective way to prevent pregnancy and the spread of STDs and other emotional, social and physical consequences. I will consistently emphasize the serious consequences that go with choosing anything but abstinence.
- ◆ I will ensure the suitability and the age-appropriateness of the topic and presentation materials.
- ◆ I understand a teacher must be present in the classroom during my presentation.

\_\_\_\_\_  
Presenter Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Location (if other than the school)

**I have reviewed the content of the presentation to ensure that it is suitable and age-appropriate and is in compliance with School District No. 34 policies and I will be present in the classroom during the presentation.**

\_\_\_\_\_  
**Teacher Signature**

\_\_\_\_\_  
**Date**

**Approval granted for presenting in a classroom.**

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Principal Name (please print)

*This agreement will be filed in the school office and retained for one full year.*

**Approval granted for presenting to a school-wide group.**

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Superintendent Name - Name (please print)

*This agreement will be filed in the Superintendent's Office and retained for one full year.*

## AP 302 – Class Size and Composition

### Background

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The purpose of this procedure is to ensure that the organization of classes in the Abbotsford School District is effective and efficient.

### Procedures

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1. When determining the structure of classes, the principal will consider a variety of factors including:
  - Composition of the class to help the teacher be as effective as possible with students
  - The required preparation and correction time needed for any particular class
  - The demographic blend of students within the class, particularly students with special needs
  - The physical size of the available classroom space
  - The specific requirements of each program
  - The various rates at which students learn in multi-age classrooms
  - The collective agreement and [School Act](#)(Bill 22)
  - Teacher experience and expertise
2. The principal is required to consult with the School-based Team about the needs of particular students in a class prior to making a final determination about the composition.

Reference [School Act](#) (Bill 22)

[AP 207 – School-Based Teams](#)

Last Revised: May 2013

## AP 303 – Reporting Student Achievement

### Background

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This procedure sets out the provisions for reporting student progress and is based on ministerial orders and regulations authorized under the [School Act](#). It outlines requirements for formal and informal reporting, as well as the responsibilities of the principal and teachers, for the implementation of this procedure.

### Procedures

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1. Reporting Student Achievement
  - 1.1 Parents/guardians must be provided a minimum of five (5) reports per year of which at least three (3) must be formal. The remaining two (2) reports are informal reports. In grades 4 through 12, letter grades must be recorded on the report form.
  - 1.2 Informal reports are issued a minimum of two times per year. In relation to curriculum, informal reports may describe:
    - What the student is able to do
    - The areas of learning that require further attention or development
    - Ways the teacher is supporting the student’s learning needs (and, where appropriate, ways the student or the parents might support the learning)
  - 1.1.1 Informal reports are an important link between home and school and can take a variety of forms, such as:
    - Telephone calls
    - Interim reports (written or oral)
    - Conferences (parent-teacher, three-way, student-led, etc.)
  - 1.1.2 Parents should have the opportunity to meet with teachers for a conference at least once each school year. A record of each informal report should be kept, noting the date, and type and topic(s) of discussion.
  - 1.3 Formal Written Reports are issued a minimum of three times per year on a district-approved form, following the requirements for specific grades and programs as stated in provincial legislation. These reports include student attendance records and must be completed according to the following specific guidelines:
    - 1.3.1 Primary Reports (Kindergarten through Grade 3)
      - Include a structured written report that clearly describes, in relation to the expected learning outcomes set out in the curricula, including daily physical

activity: what the student is able to do, areas in which the student requires further attention or development, and ways of supporting the student in his or her learning.

- Provide a written statement about student progress with reference to the expected development for students in a similar age range or grade.
- Include written comments to describe student behavior, including information on attitudes, work habits, and effort.

#### 1.3.2 Intermediate Reports (Grades 4 to 9)

- Include a structured written report that clearly describes, in relation to the expected learning outcomes set out in the curricula, including daily physical activity: what the student is able to do, areas in which the student requires further attention or development, and ways of supporting the student in his or her learning.
- Include written comments to describe student behavior, including information on attitudes, work habits and effort.
- Include in writing, Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance as it relates to the expected learning outcomes for each subject and grade.

#### 1.3.3 Graduation Reports (Grades 10, 11 and 12)

- Provide Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance as it relates to the expected learning outcomes for each course or subject and grade.
- Include percentages for courses numbered 10, 11 and 12 only; each of the courses numbered 10, 11 and 12 must receive percentages.
- Include written comments, where appropriate, that describe, in relation to the expected learning outcomes set out in the curriculum, including daily physical activity: what the student is able to do, areas in which the student requires further attention or development, and ways of supporting the student in his or her learning.
- Include written comments to describe student behavior, including information on attitudes, work habits and effort.

### 1.4 Report Contents

#### 1.4.1 Teachers must assign and record the approved letter grades as set out in the [Provincial Letter Grades Order](#):

- A** The student demonstrates excellent or outstanding performance in relation to expected learning outcomes for the course or subject and grade.
- B** The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.

- C+** The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.
- C** The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.
- C-** The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.
- F** (Failed or Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.
- W** (Withdrawal) According to the [Ministry Guidelines for Student Reporting](#) for The Kindergarten to Grade 12 [Education Plan](#), and upon request of the parent of the student or, when appropriate, the student, the administrative officer in charge of a school may grant permission for a student to withdraw from a course or subject.
- I** (In Progress or Incomplete) The reporting symbol “I” is to be used in accordance with the following guidelines (note: underlined sections indicate action beyond that required by the Ministry)

#### 1.4.2 Using the “I” reporting symbol:

- 1.4.2.1 The purpose of the symbol is to alert parents, as soon as problems are detected, that the student is not demonstrating minimally acceptable performance in relation to the expected learning outcomes;
- 1.4.2.2 The symbol may be given for a variety of reasons; examples include: the student may be making progress but requires additional time and/or support, the student has not completed important assignments rendering the teacher unable to adequately assess progress, the student has not been attending class;
- 1.4.2.3 The symbol may be used at any time during the school year, including on formal reports; with the exception of the final report.
- 1.4.2.4 An “F” letter grade can only be assigned if an “I” reporting symbol has been previously assigned in the same term, or as a result of failing a provincially examinable course;
- 1.4.2.5 The regulations surrounding the “I” reporting symbol are mandated in grades 4 through 12.

#### 1.4.3 When an “I” reporting symbol has been assigned:

- 1.4.3.1 students and parents must be informed and must be provided with an opportunity to consult with the teacher about the problem the student is having and possible solutions;
- 1.4.3.2 teachers must be prepared to identify what the problem is;
- 1.4.3.3 teachers must be prepared to specify a plan of action that is intended to help students achieve the learning outcomes; NOTE: it is the recommendation of the school district that a date of completion be attached to the plan of action;
- 1.4.3.4 the plan of action must be communicated to the parents and the student; the Ministry suggests that it may be communicated through a written plan,



verbally by telephone, or in a direct meeting.; NOTE: it is the strong recommendation of the school district that all verbal communications be recorded in writing and that a copy be sent to the parents and another copy be included in the General Student Record File (G4).

- 1.4.4 The “I” symbol must be converted to another letter grade:
  - 1.4.4.1 before a student’s records are transferred to another school unless there is agreement between the principals of the two schools to defer conversion;
  - 1.4.4.2 when letter grades are recorded on the permanent student record card;
  - 1.4.4.3 it is the recommendation of the school district that the “I” reporting symbol be converted to another letter grade on the date of completion of the plan of action;
  - 1.4.4.4 before submission of Grade 11 and 12 marks to the Ministry.

*(NOTE: See sample action plan to accompany the reporting symbol “I” [AP 303-1 Action Plan for ‘I’ Letter Grade](#))*

- 1.5 Informal Reports may be either written or verbal, and must be documented as to date, type (letter, phone call, etc.) and content.
  - 1.5.1 Students who are not demonstrating a minimally acceptable performance in relation to the expected learning outcomes must receive an informal report to that effect before being given a failing grade (F) on a formal report.
  - 1.5.2 In relation to curriculum, informal reports may describe: what the student is able to do, the areas of learning that require further attention or development, and ways the teacher is supporting the student’s learning needs (and, where appropriate, ways the student or the parents might support the learning).
  - 1.5.3 Informal reports provide an important link between home and school and can be accomplished in a variety of ways, such as: telephone calls, interim reports (written or oral), and conferences (parent-teacher, three-way, student-led, etc.)
  - 1.5.4 Parent interviews with formal reporting are not to be considered informal reports. A record of each informal report noting the date of report, type of report and topic(s) of discussion must be kept and included within the Student General Record file. In accordance with district policy, students must receive an informal report indicating that they are not demonstrating a minimally acceptable performance in relation to the learning outcomes before being given a failing grade (F) on a formal report.
- 1.6 Final Reports are one of the three required formal reports, included in the Student General Record file, completed according to the guidelines above, with the addition of a “Placement for September” statement. (Given that the comments within the report clearly follow Ministry requirements, the “Placement for September” statement should simply contain the grade level, e.g., “Placement for September: Grade 4”.)

- 1.6.1 The following are used in addition to the approved letter grades on final reports for students in grades 4 through 12.
- SG** (Standing Granted) Although completion of normal requirement is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the administrative officer in charge of the school.
  - TS** (Transfer Standing) May be granted by the administrative officer in charge of a school on the basis of an examination of records from an institution other than a school as defined in the [School Act](#). Alternatively, the administrative officer in charge of a school may assign a letter grade on the basis of an examination of those records.
  - F** (Failed) may only be used as a final grade if an I (Incomplete or In Progress) grade has been previously assigned and a plan of assistance has been completed, or if the student is in the final year of an educational program.
- 1.6.2 In Grades 10, 11 and 12, both the percentage and the appropriate letter grade (as per the following table) shall be shown on the report card.
- A 86-100%
  - B 73-85%
  - C+ 67-72%
  - C 60-66%
  - C- 50-59%
- 1.6.3 The successful completion of a course numbered 10, 11 or 12 requires a minimum of a C-grade.

## 2. Special Needs Students

- 1.2 Students who are designated as "special needs" will receive letter grades only in those courses where they are capable of meeting curricular outcomes. Their reports will take the form of structured written comments in reference to the outcomes stated in their Individual Education Plans (IEP).

## 2. English Language Learners

- 3.1 For those students who are incapable of meeting curricular outcomes due to a language barrier, the report card will take the form of structured written comments based on that student's Annual Education Plan (AEP). Letter grades need not be given. However, letter grades may be given for subjects in which the student is capable of meeting the outcomes.

4. Responsibility for Procedures - Procedures related to this policy may be changed with the approval of the Superintendent of Schools.

- 4.1 A principal may seek exemption from these guidelines through formal written request to the Superintendent of Schools. Such exemptions will be granted based on the following criteria:
- The proposed practices are research-based
  - The group of teachers have been appropriately consulted and are in full support of the practice
  - The parent community, through the SPC, has been fully consulted and there is general support for exemption.

Appendix [AP 303-1 Action Plan for 'I' Letter Grade](#)

Reference [AP 112 – Student Data – Storage and Retrieval Reporting Student Progress Policy and Practice](#)

Last Revised: May 2013

### ***AP 303-1 Action Plan for 'I' Letter Grade***

School: \_\_\_\_\_

Student: \_\_\_\_\_

Course/Subject & Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Outcomes to be addressed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tasks to be completed by the student: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date for Completion: \_\_\_\_\_

Signatures:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Student

'I' Letter Grade changed to \_\_\_\_\_ on \_\_\_\_\_  
Date

## AP 304 – Assessment

### Background

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It is essential that assessment and reporting practices in the district encourage and provide effective feedback that students can use for self-evaluation and growth. Sound assessment practices allow teachers to adjust instruction to best respond to the needs of learners. In turn, the results of such assessments can be used to communicate achievement to students, parents, staff and others. Assessments also provide valuable information to the Ministry of Education and the Board of Education to guide the allocation of resources to schools and programs.

This procedure provides criteria for assessment and evaluation of student achievement and underscores the importance of providing credible evidence in relation to student learning.

### Procedures

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1. Definitions:
  - 1.1 Formative Assessment (Assessment for Learning): Assessment for the purposes of increasing student learning in relation to the BC Ministry Prescribed Learning Outcomes and Standards of Achievement. It is designed to give teachers information so as to adjust teaching and guide instructional practice. Teachers use this information to provide feedback to students for improved learning.
  - 1.2 Summative Assessment (Assessment of Learning): Assessment for the purposes of providing evidence of student achievement for reporting in relation to the BC Ministry Prescribed Learning Outcomes (PLOs). This is used to confirm what students know and are able to do.
  - 1.3 Reporting: Communication of a student’s achievement status provided to the student(s) and parent(s)/guardian(s) in relation to the BC Ministry Prescribed Learning Outcomes (PLOs) and Standards of Achievement.
2. School and Classroom Assessments
  - 2.1 School and classroom level assessments are integral to the planning and delivery of curriculum and to the implementation of instructional approaches to best meet student needs. These assessments are used for the collection of varied and valid data on student learning in relation to the PLOs and Performance Standards. Teachers shall use a balance of these assessments to properly gauge student learning and develop necessary interventions. Examples of such assessments include:  
Quizzes (written, oral, practical)
    - Summative test (written, oral, practical)

- Samples of student work
  - Presentations
  - Oral and written reports
  - Journal/learning logs
  - Performance tasks and projects
  - Portfolio assessments
  - Ongoing informal/formal observations
  - Student self-assessments
- 2.2 Information and results from these assessments will facilitate both planning for increased student learning and communication with parent(s)/guardian(s).
3. District Assessments
- 3.1 The Superintendent of Schools shall design and implement district-based assessments for system-wide ongoing measurement of achievement in relation to the PLOs and Standards of Achievement. Regular collection and analysis of performance data will provide support to students, teachers, and parent(s)/guardian(s) to ensure ongoing student improvement at the school and district level.
- 3.2 All schools shall administer performance based assessments as required by the Superintendent for the purposes of providing evidence of system-wide student achievement. All students will participate in all grade appropriate district assessments, unless otherwise exempted by Ministerial guidelines.
4. Provincial, National, and International Assessments
- 4.1 Large scale assessments provide information about system performance and provide a measure of accountability to parents, community and other stakeholders.
- 4.2 Provincial, national and international assessments are prescribed and/or approved by the Ministry of Education. All schools shall participate in provincial, national and international assessments as required by the Ministry of Education and the Superintendent.
5. Assessment Guidelines
- 5.1 In order to ensure an appropriate level of concept attainment, teachers shall provide students with the purpose of assessments, clear learning targets and the criteria for the desired levels of performance. To the greatest extent possible, the Ministry of Education Performance Standards shall be used as reference points for determining student grades.
- 5.2 Multiple and ongoing formative assessment opportunities shall be provided for students to demonstrate their understanding and application of concepts.
- 5.3 Grades shall be determined based on a variety of assessments to meet the diverse learning styles of the students. Teachers need not include all scores in grades, but instead should score student work that is representative of the student's most consistent level of achievement with respect to the prescribed learning outcomes (PLOs).

- 5.4 Teachers shall consider the body of evidence, and use professional judgment when determining student grades. Therefore, teachers are encouraged to avoid using the mean (average), and instead consider using the median or mode when calculating grades.
- 5.5 Assessments should represent the achievement level of students; therefore teachers should avoid the use of 'zeros' as a score for missing or late assignments.

Date Last Revised: May 2013

## AP 305 – Surveys of Students

### Background

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The purpose of this procedure is to ensure that information acquired through surveys conducted or facilitated by School District personnel is properly managed. This procedure provides expectations for collecting, reporting, and circulating information acquired from surveys.

### Procedures

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The following guidelines will apply for the deployment and use of the student surveys:

1. Principals may conduct surveys of their local student population. There must be a clear educational basis for such surveys.
2. As a general principle, all surveys administered to students must be conducted anonymously.
3. All collected data from school surveys must be treated confidentially (i.e. must mask the identity of students).
4. The principal must ensure that information acquired through surveys is properly managed and disclosed.
5. District level surveys (i.e. of students in more than one school) may be completed only under the authority of the Superintendent.
6. Survey results relating to specific schools, demographic groups, or individual may not be circulated to any external party without the permission of the Superintendent.

Reference [AP 301 – Access to Students](#)

Last Revised: May 2013



## AP 306 – Playground Equipment

### Background

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The purpose of this procedure is to establish guidelines for the selection, installation and maintenance of adventure playground equipment at elementary school sites, and to affirm the parameters for funding the provision of adventure playgrounds.

### Procedures

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1. The selection, installation and maintenance of adventure playground equipment are based upon the need to ensure the greatest possible degree of safety for students. All new playground equipment must be approved for use by the Canadian Standards Association (CSA).
2. In order to ensure adherence to CSA safety requirements respecting the alignment and relative proximity of playground equipment components, development plans must have prior approval of the Director of Facilities (or designate). Playground equipment must be assembled and/or installed under the supervision of either an authorized representative of the manufacturer, or school district maintenance staff.
3. The school district will maintain adventure playground structures once they are erected on school grounds.
4. If, in the opinion of the Director of Facilities, playground equipment becomes hazardous or is irreparable, the equipment will be removed from the grounds and will not necessarily be replaced (subject to funding availability).
5. Funding for playground development may be provided from the following sources:
  - funds provided through local parent initiatives
  - funds from local community service organizations (i.e. Rotary, Lions or Kinsmen)
  - funds from the Ministry of Education
  - school funds collected as a result of school fund-raising activities
6. Preliminary plans for adventure playgrounds, indicating the location and type of equipment to be built, must be submitted through the principal to the Director of Facilities for approval in principle.
7. Following approval in principle, detailed drawings for individual items of equipment must receive final approval by the Director of Facilities, prior to construction.
8. If requested through the principal, the school district will purchase materials and supply labour required to construct the adventure playground, subject to the sponsoring group reimbursing the school district for any costs incurred.

Last Revised: May 2013

## AP 307 – Transportation of Students To and From School

### Background

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The purpose of this procedure is to define the circumstances and conditions under which transportation to and from school will be provided for Abbotsford School District students and to outline the special circumstances where the district will provide parents or other providers with financial assistance for transportation costs for students. This section sets walk limits for catchment and out of catchment students, and provides guidelines for student conduct, supervision, and discipline.

### Procedures

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1. Eligibility for Transportation
  - 1.1 With the implementation of the 'Regular Rider Fee' starting September 2013; walk limits below will be used to assign bus seating should availability be in question with furthest walk distance given priority.
  - 1.2 Elementary and middle students living more than 4.0 kilometers from the nearest school (via the shortest possible road or maintained walkway).
  - 1.3 Secondary students living more than 4.8 kilometers from the nearest school (via the shortest possible road or maintained walkway).
  - 1.4 Students who choose to attend a school outside their catchment area may apply for bussing and will be charged a 'Choice Rider Fee'.
  - 1.5 If the District assigns a student to a school outside their catchment area, the District will provide transportation to another District school, up to a maximum of one school year. After the first year, the student will be provided transportation to their catchment school only, if applicable.
2. Students with Special Needs
  - 2.1 Students placed in district programs will be given priority for available transportation.
  - 2.2 Where recommended by the Director – Learning Support Services and the Transportation Manager, students with special needs will be given transportation to and from school. The Director – Learning Support Services, in consultation with the Transportation Manager, may consider deploying a Teaching Assistant to allow the student to be transported safely.
  - 2.3 Where students with Special Needs cannot be transported safely due to medical and/or behavioural issues, parent(s)/guardian(s) will be asked to transport their child.
  - 2.4 When, in the opinion of the Director – Learning Support Services and the Transportation Manager, a restraint device is required to ensure the safety of a student rider on the bus, written

- parental/guardian permission will first be obtained. Parent(s)/guardian(s) who do not grant permission in these circumstances will be asked to transport their child.
- 2.5 On the recommendation of the Director – Learning Support Services, a student who suffers from a severe physical handicap may be given transportation to and from school, where practical. Where not practical, the parent(s)/guardian(s) will be asked to transport their child.
- 2.6 Courtesy rides may be provided to siblings who accompany Special Education students attending a district program, if space and scheduling permit.
3. Financial assistance will be provided to third parties in funding transportation costs when:
- students qualify for transportation under [AP 307, Transportation of Students To and From School](#), but the district is unable to provide a bus.
  - physically challenged or students with cognitive disabilities must be transported to a school by a third party because no bus is able to accommodate them
  - The rate of reimbursement available will be set in the district’s annual budget.
- 3.1 Applicants will submit form [AP 307-4, Application for Transportation Assistance](#). Upon verification of the special transportation requirements, the form will be forwarded to the Secretary-Treasurer for final consideration.
- 3.2 Applicants approved for funding under this procedure will submit monthly claims to the district using [for AP 307-5, Monthly Claim for Travel Assistance Form](#).
4. Student Conduct
- 4.1 Rules of conduct for student riders are based on the need to ensure the safe transport of all students. All student riders will be advised early in the school year of expected behavior, as well as the restrictions that apply to carrying supplies and equipment. Students who violate the rules of conduct will be subject to disciplinary measures, including, ultimately, the suspension of riding privileges.
5. Supervision of Students
- 5.1 Procedures governing the supervision of students and student behavior are based on the need to ensure the safety of all students, and to minimize exposure to risk of accident or injury. The driver is in full charge of the school bus at all times. Students must obey the bus driver promptly.
- 5.2 Except for extra-curricular trips, boarding and disembarking in locations other than a designated bus stop will not be permitted.
- 5.3 Loading and Unloading of Passengers – To ensure the highest possible degree of safety, the bus driver will ensure that passengers adhere to established practices for loading and unloading. The bus driver will also ensure that:
- 5.3.1 The bus is not loaded beyond its licensed seating capacity.
  - 5.3.2 All riders receive instructions on the safest methods for loading and unloading.
  - 5.3.3 All riders are advised of required conduct with respect to seating and behavior while on the bus.

- 5.4 To ensure the safety of all passengers, riders will be advised of and be required to adhere to regulations for carrying over-sized or odd-sized equipment such as hockey sticks, musical instruments, ice skates, etc.
  - 5.5 Standees are not permitted.
  6. Discipline of Students
    - 6.1 If, in the opinion of the bus driver, a student has violated the rules of conduct and has failed to respond in an acceptable manner to verbal warnings, the driver will summarize the student's conduct in a written report ([AP 307-1 School Bus Discipline Memo](#) / [AP 307-2 School Bus Discipline Letter](#)) and submit the report to the Transportation Manager who will then provide the details of the incident to the Principal. The Principal will inform the parent(s)/guardian(s) of the matter. The Principal and the Transportation Manager will determine remedial steps.
    - 6.2 When riding privileges are suspended, a memo/letter will be filed in the Transportation office and the school office, and the parent(s)/guardian(s) will be informed both by telephone and in writing of the reason for, and the duration of, the suspension.
    - 6.3 Under no circumstances will a driver ask any student to leave the bus en route to home or school, other than at their regular stop or school. Should a student's conduct/behaviour be such that it endangers the operation of the bus, the driver will park the bus and obtain instructions from the Manager of Transportation or designate. Suspension of privileges to ride for a period of longer than one week will be handled by the Principal, the Transportation Manager, and the Assistant Superintendent.
    - 6.4 As set out earlier in this procedure, the rules of conduct on buses will be distributed annually (early in the school year) to students who travel by bus.
- Appendices [AP 307-1 School Bus Discipline Memo](#)  
[AP 307-2 School Bus Discipline Letter](#)  
[AP 307-3 Application for Use of Passive Restraint Device](#)  
[AP 307-4 Application for Transportation Assistance](#)  
[AP 307-5 Monthly Claim for Travel Assistance Form](#)

Reference Board Policy 17 'Conveyance of Students'

Last Revised: May 2013

## AP 307-1 School Bus Discipline Memo

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Bus Route \_\_\_\_\_ Report 1 2 3

Date \_\_\_\_\_ Driver \_\_\_\_\_

This discipline memo is given to your son/daughter for reasons listed below by the driver. He/she will “not be permitted” to ride the bus until the driver receives this memo with your signature, indicating that you are aware of the problem, and that there is some guarantee of good behavior. If you wish to discuss this memo further please contact the Manager of Transportation at 604.855.5278.

	Eating or drinking on the bus		Will not remain in assigned seat
	Throwing or shooting objects		Refused to follow instructions
	Fighting on the bus		Horseplay
	Head, arms, or legs out of window		Excessive noise
	Damage to bus (explained below)		Moving around
	Using profane or foul language		Other

Explain Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

## ***AP 307-2 School Bus Discipline Letter***

Student's Name \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Bus Route \_\_\_\_\_

Date \_\_\_\_\_ Driver \_\_\_\_\_

All students must adhere to the rules while travelling on the bus. Your son's/daughter's behavior on the bus has been unsatisfactory on one or more occasions. The School Board requests that you bring your child to the office of the Principal of the school he/she attends for a meeting. The matter of discipline will be discussed at that time. Please phone the school for an appointment. The student is still expected to attend school, although "bus transportation will not be provided" until this matter is resolved.

	Eating or drinking on the bus		Will not remain in assigned seat
	Throwing or shooting objects		Refused to follow instructions
	Smoking or lighting matches		Open defiance
	Fighting on the bus		Horseplay
	Head, arms, or legs out of window		Excessive noise
	Damage to bus (explained below)		Moving around
	Using profane or foul language		Other

Explain Details: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_

### ***AP 307-3 Application for Use of Passive Restraint Device***

In accordance with Abbotsford School District Procedure [AP 307, Transportation of Students To and From School](#), the Transportation and Learning Services Departments have identified the requirement for use of a passive restraint when transporting your child to and from school.

I/We \_\_\_\_\_, the legal parent(s)/guardian(s) of \_\_\_\_\_  
(Parent/Guardian) (Student Name)

grant authority to the Abbotsford School District to have my (our) child transported to and

from \_\_\_\_\_ by school bus while using a passive-restraint device.  
(School Name)

\_\_\_\_\_  
*Parent/Guardian*

\_\_\_\_\_  
*Parent/Guardian*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Approved By:*  
*Transportation Manager*

\_\_\_\_\_  
*Approved By:*  
*Director of Learning Support Services*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Date*

### ***AP 307-4 Application for Transportation Assistance***

**DATE:** <current date>

**TO:** School District No. 34 (Abbotsford)  
2790 Tims Street  
Abbotsford, British Columbia  
V2T 4M7  
Attention: Transportation Manager

RE: TRANSPORTATION OF STUDENTS FOR THE SCHOOL YEAR <Year>

1. Distance from student’s home to: (please complete both (a) and (b))
  - (a) nearest suitable school \_\_\_\_\_ km.
  - (b) nearest suitable school bus stop \_\_\_\_\_ km.
2. The total daily distance travelled is \_\_\_\_\_ km.
3. The students transported are:

NAME	AGE	GRADE	SCHOOL

PARENT’S SIGNATURE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

<b>FOR SCHOOL DISTRICT OFFICE USE ONLY</b>	
SPECIAL TRANSPORTATION REQUIREMENT VERIFIED: _____	Transportation Manager
APPROVED FOR TRANSPORTATION ASSISTANCE: _____	(date)
DAILY RATE APPROVED \$ _____	Secretary-Treasurer (or designate)



**AP 307-5 Monthly Claim for Travel Assistance Form**

ABBOTSFORD SCHOOL DISTRICT

2790 TIMS STREET, ABBOTSFORD, BC V2T 4M7

ATTENTION: ACCOUNTS PAYABLE DEPARTMENT

I wish to inform you that my son/daughter attended school at \_\_\_\_\_ on  
the following days during the month of \_\_\_\_\_ 20 \_\_\_\_.

Dates	Distance (km)	Daily Rate	Total
		TOTAL PAYABLE	

Signature \_\_\_\_\_

\_\_\_\_\_  
Name of Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone number

## AP 308 – Curricular and Extra-Curricular Activities

### Background

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The purpose of this procedure is to outline district requirements and criteria that must be followed for any curricular or extra-curricular activities requiring students to leave the premises of their registered school.

### Procedures

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1. These guidelines are meant to be in compliance with the *Motor Vehicle Act* for any transportation of students.
2. Parents and staff should be consulted regarding the desirability of field trips; especially where major expenditures will be required.
3. Definitions
  - 3.1 Field Trips - Curricular Field Trips
    - 3.1.1 Mandatory - A field trip is deemed 'mandatory' when students are required to participate in order to meet specific course learning outcomes.
      - 3.1.1.1 If a classroom field trip is deemed mandatory, there is no charge to the student.
    - 3.1.2 Optional - A field trip is deemed 'optional' when specific learning outcomes can be attained through either a field trip or an alternate learning opportunity.
      - 3.1.2.1 A fee may be charged for an optional field trip to cover admission and transportation costs.
      - 3.1.2.2 Students who do not participate in an optional field trip will be provided with an alternate learning opportunity based on specific learning outcomes addressed in the field trip.
  - 3.2 Field Trips - Extra-curricular Field Trips
    - 3.2.1 Extra-curricular field trips are not evaluated as a formal part of an educational program and a fee may be charged.
  - 3.3 Supervisor - an employee who exercises Board of Education authority according to Board policies or directives for a specific activity within the context of this policy.
    - 3.3.1 The school principal may designate, in writing, the supervisor who will assume overall responsibility for arranging and supervising the travel and activity.
    - 3.3.2 If the principal does not designate a supervisor, the principal will assume the responsibilities of the supervisor.

- 3.4 Adult Monitor - an adult (staff member or other volunteer) other than the supervisor, who accompanies a group of students on a field trip to assist the supervisor in managing the activities related to the field trip.
- 3.5 Within the region – within the following limits:
  - Hwy 3 east to Hope Slide but not beyond
  - Hwy 1 east to Yale but not beyond
  - Hwy 5 east to Hope, but not beyond, including Camp Kawkawa, Camp Squeah and Othello Tunnels Park
  - south to the southern city limits of Seattle along the I-5 corridor
  - north and east along Highway No. 7 Hope, including those areas accessible from Highway No. 7, such as Weaver Creek, up to and including Harrison Hot Springs and Camp Chehalis, but excluding Hemlock Valley
  - west to the Greater Vancouver area and the Highway No. 1 and Island Highway corridor on Vancouver Island
  - northwest to Whistler
4. Supervision Ratios
  - 4.1 The following minimum ratios shall be observed on busses and on all day field trips:
    - K – Grade 5 Minimum 1 adult per 10 students
    - Grades 6 – 8 Minimum 1 adult per 12 students
    - Grades 9 – 12 Minimum 1 adult per 15 students
    - 4.1.1 The Superintendent will have the discretion to approve exceptions to the above ratios on trips within the region.
  - 4.2 The following minimum adult/student supervision ration on overnight trips shall be:
    - Grades 4-5 1 adult to each 5 students
    - Grades 6-8 1 adult to each 8 students
    - Grades 9-12 1 adult to each 10 students
5. Accommodation and Supervision on Overnight Field Trips
  - 5.1 A teacher employed by the district must accompany students on all overnight field trips. Note: Refer to Section 4.2 for overnight trip ratios.
    - 5.1.1 A female adult must be present on any overnight trip that involves a female student(s) (or male adult for male students).
  - 5.2 When overnight accommodation is required, preference will be given to commercial (motel/hotel) accommodation or group accommodation in a gym.
    - 5.2.1 Where students are being housed in commercial accommodation, at least one supervisor (district employee) shall remain on site at all times.
  - 5.3 Billeting means staying in a host student’s private residence on an overnight trip.

- 5.3.1 When district students are being billeted, the host principal must pre-approve the homes selected.
  - 5.3.2 If students need to be billeted, the sponsor teacher should ensure that students are placed with a family who will provide a safe environment. Staff sponsors are responsible for monitoring housing arrangements to ensure that students have a safe and positive experience.
  - 5.3.3 Students shall be billeted in pairs of the same gender.
  - 5.3.4 A list of the host billet students including their name, address, and telephone number will be provided to the host principal and the Field Trip Supervisor.
  - 5.3.5 The Field Trip Supervisor must provide the host teacher sponsor with the following:
    - Medical insurance information for each participant (each student must have medical insurance)
    - Additional coverage for out-of province/country travel
    - List of students taking medication and the procedures for administering the medication
    - List of students with allergies, including the nature of the allergy
    - Written parental consent if medicine may need to be administered
  - 5.3.6 If the host school or billet will be transporting visiting students by private vehicle, parents must be advised in advance.
  - 5.3.7 As ambassadors of the district, students must obey the rules of their own school district and the host district.
6. Required Approvals
- 6.1 Travel within the region requires prior written approval from the principal.
  - 6.2 Trips Outside the Fraser Valley & Metro Vancouver, but Within the Region and Within BC - Application is made to the principal using the [Field Trip Approval Form](#) (AP 308-8) in advance of trip date.
    - 6.2.1 Travel may be by private vehicle or bus (see Section 10)
  - 6.3 Travel outside of the region but within BC requires the prior written approval of the principal and Superintendent.
    - 6.3.1 Travel to locations outside of the region will be by coach-type bus or public transportation (e.g. rail, commercial aircraft, government ferry, etc. (If elementary or middle school, please refer to Section 1.3)

- 6.4 Trips within the region and outside BC require application to the principal using the Field Trip Approval Form [AP 308-8 Field Trip Approval Form](#) in advance of the trip date. The principal indicates support of the application by signing the form.
    - 6.4.1 Travel within the region but outside of Canada requires the completion of the International Declaration form as well as confirmation of medical coverage for out-of-country travel. Travel may be by private vehicle or coach-type bus.
  - 6.5 Travel outside of the region and outside BC requires the prior written approval of the principal and the Superintendent of Schools.
    - 6.5.1 Before financial commitments are made for trips outside BC, the principal should seek approval or approval in principle from the Board through the Superintendent. Application is made by the principal to the Superintendent using the Field Trip Approval Form [AP 308-8 Field Trip Approval Form](#).

NOTE: All trips receiving approval in principle still require final approval by the Superintendent prior to departure date.
    - 6.5.2 Final approval may be granted by the Superintendent a minimum of one month prior to the planned departure date.
    - 6.5.3 International travel will require completion of the [AP 308-13 International Field Trip – Declaration Form](#)
    - 6.5.4 Travel to locations outside of the region will be by coach-type bus or public transportation (e.g. rail, commercial aircraft, government ferry, etc.)
  - 6.6 Field trips will be considered and may be approved if no more than three school days are involved. Any extension beyond three school days will require special application to the Superintendent or designate, and will only be granted in exceptional circumstances.
  - 6.7 Walking trips are not covered by this procedure; however, they must be approved by the principal in consultation with the teacher.
  - 6.8 Any travel that does not meet all the criteria provided in this policy and procedure requires prior written approval of the principal and the Superintendent of Schools.
  - 6.9 For every field trip, the principal is responsible for ensuring that parent(s)/guardian(s) have signed the appropriate consent forms before travel is permitted.
7. Financial Hardship
    - 7.1 The Board will ensure that no student is denied an opportunity to participate in educational programs or educational curricular activities based on financial hardship.
      - 7.1.2 The Board will ensure that no student is denied an opportunity to participate in specialty Academies based on financial hardship.

- 7.1.3 The Board will ensure that no student is denied an opportunity to participate in optional curricular field trips based on financial hardship.
    - 7.1.4 The option for waiving school fees for school programs, optional curricular field trips and other activities must be made available and posted in a conspicuous place. The principal must ensure the process for waiving a fee is fair and confidential.
  8. Student safety and well-being are the first and most important criteria that must be met for any trip.
    - 8.1 Weather and road conditions must be carefully monitored and extreme caution must be exercised when deciding whether to proceed with travel.
      - 8.1.1 The principal or designate shall make the final decision (in consultation with the Transportation Department if using a school bus).
    - 8.2 Where a trip involves potentially dangerous activities (e.g. water sports, hiking, climbing, skiing/ snowboarding, etc.), provision must be made for appropriately certified personnel to be present during such activities.
      - 8.2.1 Such activities require the use of the [AP 308-5 Field Trip Consent and Waiver Form for Participation in a Higher Risk Activity](#).
    - 8.3 All travel in a private vehicle (to, from and/or at the destination) requires prior written parental consent [AP 308-4 Field Trip Parent/Guardian Consent Form](#).
9. Insurance – Out of Country Medical Coverage
  - 9.1 Students must carry extended medical coverage for “Out of Country” travel. [AP 308-4 Field Trip Parent/Guardian Consent Form](#)
10. Transportation Options
  - 10.1 School District Buses
    - 10.1.1 School district buses and drivers shall provide transport for curricular and extra-curricular trips, except when:
      - school district vehicles or drivers are unavailable
      - school district vehicles and drivers are available, but the cost is higher than the cost of using an outside bus company
      - cargo requirements cannot be safely accommodated by a school district bus (per motor vehicle regulations)
      - trips extend beyond the region, to the U.S., or to Vancouver Island
      - certain graduation ceremonies require specific transport (at the discretion of the Principal)

*Note: All school bus safety rules and guidelines, established by the Abbotsford School District Transportation Department, must be adhered to (See [AP 308-13 Bus Safety Rules](#)).*
  - 10.2 Bus Companies

10.2.1 The Secretary-Treasurer or designate will book bus companies for all curricular and extra-curricular trips based on the following:

- All buses used must qualify as “school buses” under the Motor Vehicle Act Regulations.
- All other factors being equal, curricular and extra-curricular trips will be awarded to the low tender.
- All charter bus requirements must be requested through the Transportation Department and all charter carriers must have their credentials verified and certified by the Transportation staff to ensure their Maintenance Program and licensing requirements meet Department of Transport and Ministry of Education requirements.

### 10.3 Private Vehicles

10.3.1 The principal shall ensure that each driver’s license record is checked, and that each driver has completed [AP 308-2 Volunteer Driver Application](#). These forms must be updated each calendar year. The supervisor will first be satisfied that the driver is on the school’s list of approved drivers. Only the approved driver for a vehicle may drive that vehicle during the trip.

10.3.2 Approved Drivers - Each school will maintain a roster of district- approved drivers. Drivers must have:

- at least three years of driving experience for permitted trips outside the school district, or at least one year of driving experience for permitted trips within the school district
- an unrestricted license (except for corrective lenses) to drive the particular vehicle

10.3.3 Parental Consent - The supervisor is responsible for obtaining, prior to each trip, the written consent of the parents(s)/guardians(s) of each student to be transported [AP 308-4 Field Trip Parent/Guardian Consent Form](#).

10.3.4 Passenger Loading List - A passenger loading list with passengers’ home telephone numbers and contacts must be available both in the school and carried with the supervisor. All student medical alert information should be included with the passenger-loading list ([AP 327 – Medical Alert Conditions](#), [AP 330 – Allergic Shock \(Anaphylaxis\)](#)).

10.3.5 Carrying Capacity - The volunteer driver will ensure that the number of persons being carried in a given passenger vehicle will not exceed the normal carrying capacity of that vehicle, and that the vehicle contains an appropriate seat belt and/or restraining device for each passenger as per the [Motor Vehicle Act](#).

10.3.6 Vehicles exceeding a seating capacity of 10, including the driver, are not permitted to be used to transport students.

10.3.7 Booster Seats - Booster seat legislation took effect July 1, 2008 (amendment to Division 36 of the [Motor Vehicle Act Regulations, Child Seating and Restraint Systems](#)). This

legislation is relevant to the K to 12 school system when considering children riding with a teacher or parent volunteer drivers.

- All drivers are responsible for complying with all child restraint requirements.
- Booster seats are for children over 18 kg. (40 lbs) until they are 9 years old unless they have reached the height on 145 cm (4'9" tall).

10.3.8 Driving Conditions - If inclement weather is likely to cause adverse driving conditions, the supervisor is required to check with police or highways authorities as to driving conditions. The supervisor should decide whether or not to proceed with the trip, and if unsure, should check with the principal. In making the determination, the rule shall be to err on the side of caution.

10.3.9 Reimbursement - Drivers of private motor vehicles may not be reimbursed in cash or kind.

## 11 Insurance

11.1 To transport students to or from an approved curricular or extra-curricular activity, the Board of Education will provide Third Party Legal Liability Insurance in excess of the vehicle owner's personal limit, according to its special third party legal liability insurance provisions to:

- each employee of the Board
- each parent who has a student enrolled in a school administered by the Board
- each volunteer person, other than employees or parents, who uses a motor vehicle with the written approval of the school supervisor

11.2 The coverage will not be effective if, at the time of accident or loss, the motor vehicle driver is in breach of the terms or conditions of any other policy issued for the vehicle involved in the accident.

## 12 Emergency Contacts

12.3 The final itinerary for the trip must be filed with the school and each relevant family, including the name and telephone number of any facility in which students may stay. Any subsequent changes are to be made known to the emergency contact person.

12.4 A plan for emergency procedures must be developed and given to all students, including a 24-hour emergency contact number.

## 13 Evaluation

13.1 Periodically, the principal should survey students following a trip to determine whether the experience was of value, and free from concerns with respect to safety.



- Appendices [AP 308-1 Letter to Parents - insurance requirements for transporting students](#)  
[AP 308-2 Volunteer Driver Application](#)  
[AP 308-3 Student Travel by Private Vehicle](#)  
[AP 308-4 Field Trip Parent/Guardian Consent Form](#)  
– to be completed by the teacher (parent(s)/guardians(s) are required to return the consent portion of the form  
[AP 308-5 Field Trip Consent and Waiver Form for Participation in a Higher Risk Activity](#)  
[AP 308-6 Sports Team Consent Form](#) – to be completed by the teacher (parents(s)/guardian(s) are required to return the consent portion of the form  
[AP 308-7 Transportation Request Form](#) – to be completed at least seven days in advance of a field trip for which a school bus will be used  
[AP 308-8 Field Trip Approval Form](#)  
[AP 308-9 Accommodation Information Form](#) – to be attached to the Field Trip Approval Form (for Field Trips over three days and/or Out of Region)  
[AP 308-10 Field Trip Evaluation Form](#) – to be completed following completion of the field trip  
[AP 308-11 Guidance Regarding Overnight Arrangements for Students](#)  
[AP 308-12 International Field Trip – Declaration Form](#)  
[AP 308-13 Bus Safety Rules](#)  
[AP 308-14 Use of Booster Seats in Private Vehicles](#)
- References [AP 213 – Maximizing Student Learning](#)  
[AP 317 – Student Fees](#)  
[AP 417 – Volunteers](#)  
[AP 323 – Handheld Devices](#)  
[AP 327 – Medical Alert Conditions](#)  
[AP 328 – Administration of Medication to Students](#)  
[AP 330 – Allergic Shock \(Anaphylaxis\)](#)  
[Motor Vehicle Act](#)

Last Revised: May 2013

## ***AP 308-1 Letter to Parents - insurance requirements for transporting students***

### **(SCHOOL LETTERHEAD)**

<date>

Dear Parent/Guardian:

We are most appreciative of the assistance you provide our school by transporting students in your private vehicle. For your information and protection, we would like to apprise you of the insurance protection you require and that which the School District provides you.

Prior to transporting our students we require the information as requested on the [AP 308-2 Volunteer Driver Application](#) which can be obtained from you at your convenience, and kept on file so that we only ask you once.

Once we receive this information and approve the trip our students would be attending, Abbotsford School District will cover you for third party liability in excess of the minimum \$1,000,000 insurance coverage required.

A copy of [AP 308 – Curricular and Extra-Curricular Activities](#) is attached for your reference in this regard. A copy of each form we utilize to retain your information and approve field trips is also attached for your reference.

We would like to take this opportunity to again thank you for your generous assistance in transporting our students.

Yours truly,

Principal

Attachments

## AP 308-2 Volunteer Driver Application

### VOLUNTEER DRIVER APPLICATION

Thank you for volunteering to drive students. Your offer and assistance is much appreciated. In order to protect our children and you as a driver, we ask you to complete the following. We will also need to photocopy your driver's license and current Autoplan Insurance Policy (a minimum of \$1,000,000 liability coverage is required).

**SCHOOL:** \_\_\_\_\_

**DRIVER'S NAME:** \_\_\_\_\_

**DRIVER'S ADDRESS:** \_\_\_\_\_

**TELEPHONE NO.:** \_\_\_\_\_

I have a Class \_\_\_\_\_ Drivers' License No. \_\_\_\_\_ (copy attached). My Drivers' Abstracted dated \_\_\_\_\_ is also attached.

**VEHICLES TO BE USED:**

**Vehicle 1**

**Vehicle 2**

Year/Make/Style \_\_\_\_\_

Colour \_\_\_\_\_

License Plate No. \_\_\_\_\_

Passenger Capacity (# of seatbelts) \_\_\_\_\_

Owner's Name \_\_\_\_\_

\*\*\*\*\*

### REGULATIONS

In volunteering to transport students, I confirm my awareness of the following School District regulations:

1. Vehicles used for student transportation must be rated appropriately and insured with minimum Third Party Liability Insurance of \$1,000,000. The vehicle must be properly equipped with a seat belt for each occupant; seat belts must be secured when travelling.
2. The School District does not accept responsibility for any damage to the vehicle in the event of an accident, nor for deductible, loss of insurance discount or loss of use.
3. The volunteer driver and owner should ensure that, to the best of his/her knowledge, the motor vehicle used for student transportation is in good mechanical condition.

4. Vehicles used will only be driven by the volunteer driver noted above who must be at least 21 years of age and in good health. The driver should be accident-free for at least three years and cannot be a secondary school student. Upon request, the driver must provide a copy of his/her current driver's license and abstract to the school principal or designate.
5. The vehicle must be equipped with winter, all-season tires and/or chains for winter conditions.
6. For safety and health reasons, volunteer drivers are asked not to allow smoking in their vehicles while transporting students.
7. The driver must not, at any time during his/her performance as a volunteer driver, imbibe any alcoholic beverage or use any restricted substance.
8. The driver must not operate the vehicle in an unsafe manner or in contravention of any statute or regulation governing the operation of motor vehicles.

NOTE: (a) The supervisor will ensure that the number of persons being carried in a given passenger vehicle will not exceed the normal carrying capacity of that vehicle and that the vehicle contains an appropriate seat belt and/or restraining device for children for each person as per [the Motor Vehicle Act](#).

(b) Vehicles exceeding a seating capacity of 10, including the driver, are not permitted to be used to transport students.

9. Booster seats are for children over 18 kg (40 lbs) until they are 9 years old unless they have reached the height of 145cm (4'9") tall.
10. All drivers are responsible for complying with all child restraint requirements.

**VOLUNTEER DRIVER AND VEHICLE OWNER DECLARATIONS:**

I have read the above items 1 through 10 including notes, regarding transportation of students for sanctioned school activities and accept and agree to follow these School District regulations.

I affirm that the vehicle that I am driving is insured with a minimum Third Party Liability Insurance of \$1,000,000. I certify that I have a record of safe driving, no impaired driving charges, and no criminal charges related to a motor vehicle in the past 24 months, and that, to the best of my knowledge, the vehicle(s) identified above is/are in safe, roadworthy condition and my driver's license is in good standing. Further, I authorize a criminal record check (Ref. [AP 417 – Volunteers](#))

\_\_\_\_\_  
Driver Signature

\_\_\_\_\_  
Principal (or designate)

\_\_\_\_\_  
Owner Signature

\_\_\_\_\_  
Date

## ***AP 308-3 Student Travel by Private Vehicle***

**(Outside School District but Within Region)**

### **Instructions to Supervisor and Completion Check-Off Form**

**INFORMATION REGARDING PROPOSED TRIP:**

DATE OF TRIP: \_\_\_\_\_

SUPERVISOR: (as named by principal) \_\_\_\_\_

DESTINATION: \_\_\_\_\_

*NOTE: Trips by private vehicle are not allowed outside of the region as defined in [AP 308 – Curricular and Extra-Curricular Activities](#)*

PURPOSE: \_\_\_\_\_  
\_\_\_\_\_

DRIVERS:		Documents	Vehicle
	<u>Name</u>	<u>In Order</u>	<u>Check</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

**STUDENTS:**

1. Consent forms for every student \_\_\_\_\_
2. List of students traveling, including vehicle assignment and home contact telephone numbers:
  - (a) filed with principal \_\_\_\_\_
  - (b) provided for supervisor \_\_\_\_\_

3. Booster seats are for children over 18 kg (40 lbs) until they are 9 years old unless they have reached the height of 145cm (4'9") tall.

ADULTS OTHER THAN SUPERVISOR TRAVELING WITH GROUP:

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The supervisor is instructed to put all forms relative to this trip in the envelope provided, along with any supplementary forms and/or reports to the principal, and give to the principal for filing, prior to undertaking the trip.

All of the forms necessary for the supervisor are to be found in the envelope, as are copies of the Policy and Procedures relating to the transportation of students by private vehicle. If the supervisor is uncertain about any course of action required, the supervisor should check with the principal.

## ***AP 308-4 Field Trip Parent/Guardian Consent Form***

(To be completed by Staff. Parent/Legal Guardian to retain top half for information.)

**SCHOOL:** \_\_\_\_\_

Dear Parent/Legal Guardian:

As part of their educational experience at school, our students will occasionally participate in a field trip. School District policy requires that each student participating receive written consent from his/her parent/legal guardian.

On \_\_\_\_\_, \_\_\_\_\_ class will visit  
(date) (grade and division)  
\_\_\_\_\_ travelling by \_\_\_\_\_  
(location) (bus, private vehicle, other)

The main purpose of this trip and its relation to the curriculum is: \_\_\_\_\_  
\_\_\_\_\_

The cost of this field trip is \$ \_\_\_\_\_ per student. Additional expenditures will be covered by our field trip budget. (Note: Fees may be waived for reasons of financial hardship. Contact your school administrator.) Any costs associated with this trip will be in compliance with [AP 317 – Student Fees](#)

Materials needed: \_\_\_\_\_  
\_\_\_\_\_

Departure Time: \_\_\_\_\_ Anticipated Return Time: \_\_\_\_\_

The class will be supervised by: \_\_\_\_\_ teachers \_\_\_\_\_ parent volunteers.

Supervisor in Charge: \_\_\_\_\_

PARENTS/LEGAL GUARDIANS ARE REMINDED TO MAKE ANY SPECIAL ARRANGEMENTS WHICH MAY BE REQUIRED WITH RESPECT TO MEDICAL OR OTHER INSURANCE COVERAGE.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

***Please complete the form below and return it to your school.***

Field Trip Location \_\_\_\_\_ Date(s) \_\_\_\_\_

I hereby give consent for my child \_\_\_\_\_ to participate in the  
planned field trip. (student's name)

Medical Concerns (if any): \_\_\_\_\_

I confirm that my child is covered by BC Medical Plan. MSP# \_\_\_\_\_

I confirm that my child is covered by a private medical plan listed below:

Name of Insurance Plan \_\_\_\_\_ Policy # \_\_\_\_\_

If this trip involves travel outside of Canada, I confirm that my child is covered by extended medical insurance for "Out of Country" travel.

Name of Insurer: \_\_\_\_\_ Policy # \_\_\_\_\_

Accidents can be the result of the nature of the activity and can occur with or without any fault on the part of the student, the school board or its employees or agents, or the facility where the activity is taking place.

By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

I understand that my child may be exposed to certain risks while participating in this activity. Accidents and injuries may occur.

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Printed Name of Parent/Legal Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

**NOTE: If other travel arrangements have been made, written consent of the parent/legal guardian is required.**



### ***AP 308-5 Field Trip Consent and Waiver Form for Participation in a Higher Risk Activity***

(\*Parent/Legal Guardian, please initial you have read each paragraph in the space provided.)

Dear Parent/Legal Guardian:

In consideration of Abbotsford School District offering my child, \_\_\_\_\_  
(name)

an opportunity to participate in a field trip on \_\_\_\_\_, I waive any and all  
(date)

claims I may have against, and release all liability and agree not to sue the Board of Education of School District No. 34 (Abbotsford) and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip, arising out of any cause whatsoever.

I hereby give my consent, and acknowledge by my signature that students will be going to:

\_\_\_\_\_, and will be away from the school from  
(location)

\_\_\_\_\_ to \_\_\_\_\_.  
(date/time) (date/time)

**They will be traveling by (school bus/public transport/private vehicle).**

\_\_\_\_\_ Initial\*

Description of Field Trip and Relevant Information: (Description of the activity; necessary skills/competencies; training and safety equipment required).

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\_\_\_\_\_ Initial\*

Supervision: (Description of what levels of supervision will/will not be provided).

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\_\_\_\_\_Initial\*

My child has no illnesses, allergies or disabilities that would preclude him/her from participating, except as described here: \_\_\_\_\_

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\_\_\_\_\_Initial\*

I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip, and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

\_\_\_\_\_Initial\*

I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including: \_\_\_\_\_

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**I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing.**

\_\_\_\_\_Initial\*

My child and I understand that the school’s Code of Conduct applies during this field trip. I will be responsible for any costs caused by my child’s failure to abide by the Code of Conduct, including any costs to send my child home. \_\_\_\_\_ Initial\*

I also agree to follow all rules and regulations of the competent professional and/or site rules and regulations. \_\_\_\_\_ Initial\*

**Accidents 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 Board of Education or its employees or agents, or the facility where the activity is taking place. By allowing my son/daughter to participate in this activity, I am accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for my child.**

\_\_\_\_\_ Initial\*

In signing this Consent and Waiver, I am not relying on any oral or written representation or statements made by the Board of Education and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent and Waiver. \_\_\_\_\_ Initial\*

I am 19 years of age or older and have read and understand the terms of this Consent and Waiver, and understand that it is binding upon me, my heirs, executors and administrators. \_\_\_\_\_ Initial\*

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Name of Parent/Legal Guardian (please print)

\_\_\_\_\_  
Name of Witness (please print)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

NOTE: When an International student requires an authorized signature for a field trip, the supervisor should contact the International Student Program office for direction.

## ***AP 308-6 Sports Team Consent Form***

**School:** \_\_\_\_\_

Dear Parent/Legal Guardian:

Extra-curricular athletics are a significant part of the total educational experience offered by this District. School Board policy requires that each student participating, receive written consent from his/her legal guardian.

Each student is issued a schedule of games. These will occur on various days between

\_\_\_\_\_ and \_\_\_\_\_. The sport involved in  
(date) (date)

this case is \_\_\_\_\_. Students will travel by \_\_\_\_\_.  
(name of sport) (mode of transportation)

The Parent/Legal Guardian(s) should be aware that during some activities, there may not be constant supervision.

The School District recommends that the parent/legal guardian(s) ensure participants have adequate medical coverage in case of injury. Student accident insurance offered in September includes out of country coverage.

Teachers in charge: \_\_\_\_\_  
\_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**PARENT/LEGAL GUARDIAN CONSENT**

(Please return this portion to the school)

I wish my child \_\_\_\_\_ to participate in \_\_\_\_\_  
(child's name) (activity)

on various days between \_\_\_\_\_ and \_\_\_\_\_  
(start of season) (end of season)

\_\_\_\_\_ I understand that BC School Sports requires personal information about my child upon Registration (i.e. name, gender, date of birth, current grade and year entered Grade 8).

Accidents 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 your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

I understand that my child may be exposed to certain risks while participating in this activity. Accidents and injuries may occur.

Medical concerns, if any: (please include allergies where pertinent)

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Signature of Parent/Legal Guardian)

\_\_\_\_\_  
(Name of Parent/Legal Guardian – please print)

\_\_\_\_\_  
(date)

## AP 308-7 *Transportation Request Form*

**(Complete and forward to School Secretary)**

PLEASE ALLOW SECRETARY A MINIMUM OF 7 DAYS TO ENTER IN ELECTRONIC FIELD TRIP (eFT)

WITHIN DISTRICT       WITHIN REGION       OUTSIDE REGION\*

**ALL STUDENT TRANSPORTATION IS SUBJECT TO AP 306 and AP 307**

**ALL EMPLOYEES ARE EXPECTED TO BE AWARE OF AND ADHERE TO THOSE POLICIES AND PROCEDURES.**

**\* THE REGION IS DEFINED AS:**

Hwy 3 east to Hope slide by not beyond

Hwy 1 east to Yale but not beyond

Hwy 5 east to Hope, but not beyond, including Camp Kawkawa, Camp Squeah and Othello Tunnels Park

I-5 corridor south to the southern city limits of Seattle

North and east along Hwy 7 to Hope, including those areas accessible from Hwy 7, such as Weaver Creek, up to and including Harrison Hot Springs and Camp Chehalis, but excluding Hemlock Valley

West to the Greater Vancouver area and the Hwy 1 and Island Hwy corridor on Vancouver Island

Northwest to Whistler

**TEACHER/REQUESTER PLEASE COMPLETE THE FOLLOWING:**

SCHOOL: _____	TRIP DATE _____ <small>DAY/MONTH/YEAR</small>			
DEPARTING FROM: _____	DEPART TIME: _____			
DESTINATION: _____	DESTINATION ADDRESS: _____			
_____				
RETURNING FROM DESTINATION/VENUE _____	RETURN DEPARTURE TIME: _____			
ACTIVITY: _____	CLASS/DIVISION: _____			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><i>no. of students</i></td> <td style="width: 33%;"><i>no. of adults/chaperones</i></td> <td style="width: 33%;"><i>teacher in charge and contact number/cell phone during trip</i></td> </tr> </table>		<i>no. of students</i>	<i>no. of adults/chaperones</i>	<i>teacher in charge and contact number/cell phone during trip</i>
<i>no. of students</i>	<i>no. of adults/chaperones</i>	<i>teacher in charge and contact number/cell phone during trip</i>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Wheelchair student? Yes ___</td> <td>no. of W/C students _____</td> <td>If School Bus not available use Charter Bus? Yes ___ No ___</td> </tr> </table>		Wheelchair student? Yes ___	no. of W/C students _____	If School Bus not available use Charter Bus? Yes ___ No ___
Wheelchair student? Yes ___	no. of W/C students _____	If School Bus not available use Charter Bus? Yes ___ No ___		
<p><b>BUS CAPACITY CALCULATION: BUSES HAVE 24 SEATS; YOU MAY HAVE 3 CHILDREN TO A SEAT OR 2 SECONDARY/ADULTS TO A SEAT. SECONDARY/ADULT MAX 48, MIDDLE SCHOOL MAX 60, ELEMENTARY MAX 72 (REMINDER- STUDENTS THAT ARE THE SIZE OF AN ADULT MUST BE CONSIDERED AN ADULT IN CALCULATING BUS CAPACITY) LEGAL LOAD LIMIT CANNOT BE EXCEEDED. PRE-SCHOOL CHILDREN ARE NOT PERMITTED ON SCHOOL DISTRICT BUSES.</b></p>				

School Account No(s):	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
	_____ %	_____ %
Administrative Officer: _____	Date: _____	
Finance Approved Transportation Account Codes Only		

**PLEASE PROVIDE THE FOLLOWING INFORMATION**

Luggage Bay needed? Yes \_\_\_ No \_\_\_ (Please note that cargo space is very limited and the Motor Vehicle Act does not permit cargo in the passenger area). Soft sided bags are permitted, however, for camping or overnight trips please arrange for another vehicle or a 2<sup>nd</sup> bus to transport these items.

Need the bus to stay during your trip? Yes\_\_\_ No \_\_ Shuttle Required? Yes\_\_ No \_\_ Require Itinerary Assistance? Call Transportation 604.855.5278

**ITINERARY: (Swimming/Skating etc.)**

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**APPROVAL:**

The principal certifies that approval for this Field Trip has been obtained by completing Field Trip Approval Form AP 307-8

Date: \_\_\_\_\_

## AP 308-8 Field Trip Approval Form

Within Region  Out of Region  International (Reference: [AP 307 – Transportation of Students To and From School](#))

**(For overnight trips, attach form AP 307-9 and allow sufficient notice for Board approval)**

*NOTE: This form must be completed in full for each planned trip to ensure that all aspects of the trip have been considered. If you have special inquiries regarding a trip, please consult with the principal. For league schedules, complete this form and attach the team schedule. Out-of-region league games require separate approval forms.*

CURRICULAR - Optional (by donation)

CURRICULAR - Mandatory (no cost to students)

EXTRA-CURRICULAR (Athletic / Music / Drama)

NO. OF TRIPS THIS YEAR

SCHOOL: \_\_\_\_\_

DATE OF TRIP: \_\_\_\_\_

TEAM/GROUP \_\_\_\_\_

GRADE \_\_\_\_\_ DIVISION \_\_\_\_\_

DESTINATION (include City): \_\_\_\_\_

PURPOSE OF TRIP: \_\_\_\_\_

RELATIONSHIP TO CURRICULUM: \_\_\_\_\_

TIME AWAY FROM SCHOOL (hours or full days): \_\_\_\_\_  More than 3 Days

(Trips over 3 days are contrary to Board policy and require Board approval.)

**SUPERVISION:**

Supervisor (name): \_\_\_\_\_

Other Adult Monitor(s): Male: \_\_\_\_\_ Female: \_\_\_\_\_

(Total number of other adults)

Number of Students: Males: \_\_\_\_\_ Females: \_\_\_\_\_

Recommended Ratios		
	Overnight	Day
K-3	---	1 adult / 10 students
4-5	1 adult / 5 students	1 adult / 10 students
6-8	1 adult / 8 students	1 adult / 12 students
9-12	1 adult / 10 students	1 adult / 15 students
A female adult must be present on any overnight		
OFFICE USE ONLY		
RATIO	/	

**COSTS:** Admission or Transportation Fee (if any): \_\_\_\_\_

How is this expense to be covered?  Students  School  PAC  Other \_\_\_\_\_  
(Students with financial hardship may have fees waived by the principal.)

**TRANSPORTATION:**

Transportation for this event will be by: (please check)

SD No.34 School Bus  Private Automobile ([AP 307](#))

Ferry

Airplane



Charter Bus       Other (please specify): \_\_\_\_\_

(All out of region field trips **MUST** be by coach-type bus or public transportation.)

**PARENTAL CONSENT:** ([AP 308-4 Field Trip Parent/Guardian Consent Form](#))

**After the field trip is approved, the designated supervisor for the trip must distribute, collect and file all parental consent forms. No student should be permitted to go on a trip unless a consent form is signed by a parent or legal guardian. Consent forms ([AP 308-4 Field Trip Parent/Guardian Consent Form](#) and [AP 308-6 Sports Team Consent Form](#)) are available online or from the school secretary. In the case of international field trips, the [AP 308-13 International Field Trip – Declaration Form](#) must be completed and proof of out-of-country medical insurance provided.**

The following forms (as applicable) are complete or in process:

- VOLUNTEER DRIVER APPLICATION ([308-2](#))       CONSENT FORM ([308-4](#))
- HIGHER RISK FORM ([308-5](#))       INTERNATIONAL DECLARATION ([308-12](#))
- OUT-OF-COUNTRY MEDICAL COVERAGE

**Principal Approval:** \_\_\_\_\_

Date: \_\_\_\_\_

*Superintendent*

**(or Designate) Approval:** \_\_\_\_\_

Date: \_\_\_\_\_

Distribution: White/Yellow Copies – Assistant Superintendent/Pink Copy - School

## AP 308-9 Accommodation Information Form

(To be attached to the Field Trip Approval Form AP 308-8)

### FOR OVERNIGHT TRIPS

School: \_\_\_\_\_ Class/Group: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Signature: \_\_\_\_\_

Other Adult Monitors: \_\_\_\_\_  
(Gender Appropriate) (name) (phone number)

\_\_\_\_\_  
\_\_\_\_\_

**NOTE:** Abbotsford Police Information Check required as [per AP 416- Volunteers](#)

Destination & Nature of Trip:

\_\_\_\_\_

Company names and method of transportation: (If by private vehicle, [AP 307](#) applies.)

\_\_\_\_\_

\_\_\_\_\_

If required, is transportation request attached? \_\_\_\_\_

Itinerary: (provide a brief statement here, and complete the full itinerary on the reverse of this form): \_\_\_\_\_

\_\_\_\_\_

Number & Grades of Students Going:	Elem. Females Sec. Females Elem. Male Sec. Males	No.	Gr.	No.	Gr.	No.	Gr.

Where are students staying?

(Provide a roster of students, listing the name, address and telephone number of each host student and billet. Master list to be filed with principal, adult monitors and host principal.

\_\_\_\_\_

**EMERGENCY CONTACT PHONE NUMBER:**

Costs Involved and how they are to be covered: \_\_\_\_\_

Is insurance provided (personal / vehicle liability)? \_\_\_\_\_

List: medical insurance number, students on medication (and procedure) and students with allergies.

Evaluation: At the end of the trip an evaluation must be submitted to the principal by the supervisor ([AP 308-10](#)), with a copy to the Superintendent of Schools.

I CERTIFY THAT I HAVE READ THE FORM "GUIDANCE REGARDING OVERNIGHT ARRANGEMENTS FOR STUDENTS" ([AP 308-11](#))

PRINCIPAL SIGNATURE: \_\_\_\_\_

**COMPLETE TRIP ITINERARY**

DESTINATION: \_\_\_\_\_

Date	Time	Event (i.e. Depart School, Depart Vancouver Airport, Arrive Winnipeg, etc.)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Please attach a copy of the consent form/information sheet that was sent home to parents.)

### ***AP 308-10 Field Trip Evaluation Form***

COMPLETED BY: \_\_\_\_\_

Trip Supervisor     Adult Monitor     Student     Other: \_\_\_\_\_

TRIP DATE(S): \_\_\_\_\_

DESTINATION: \_\_\_\_\_

PLEASE PROVIDE YOUR ASSESSMENT OF THE FOLLOWING ELEMENTS OF THE TRIP:

1. Educational Value of the trip  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
2. Travel Arrangements  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Accommodation Arrangements  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Adequate Supervision  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
5. Recommended changes for improvement of future similar trip  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Use reverse for additional comments if necessary.)

Date: \_\_\_\_\_ (signature)

***Please forward the completed form to the school principal.***

## ***AP 308-11 Guidance Regarding Overnight Arrangements for Students***

Because this procedure cannot cover every possible situation which might be encountered on an overnight field trip, the following outlines a number of concerns respecting student safety and security which should serve as guidance when arranging and supervising overnight field trips.

1. Student travel in a private vehicle is understandably an issue of concern to parents. Even though commercial transportation has been arranged to the site of the activity, parental permission must be obtained concerning arrangements made for travel in non-commercial vehicles while in the host community (to and from events, etc.).
2. It is important to ensure that the selected accommodation will provide a safe and positive experience for students, and that no student is placed in a situation that might cause him/her to feel uncomfortable or at risk.
  - 2.1 **Billeting:** Assigned accommodation must be pre-approved by the host principal. Students are to be billeted in pairs of the same gender.
    - 2.1.1 The supervisor must ensure a process is in place to check on students' comfort and safety at their place of Billet, students shall be given a contact telephone number for use in an emergency.
  - 2.2 **Commercial Accommodation:** A number of issues related to student safety and security should be considered when commercial accommodation is used. Arrangements should reflect the standards reasonably expected by parents to safeguard the wellbeing of their children.
    - Due regard should be given to the availability of unsuitable viewing material while on a field trip. Movie material must be age appropriate and must not include "R" rated material. The supervisor should pre-arrange the blocking-out of access to paid television programs.
    - Care should be taken to make inaccessible, items available in a hotel/motel room "snack bar", which often includes alcoholic beverages.
    - Students should never be left without adult supervision in commercial accommodation; at least one supervisor (district employee) must be on the premises at all times when students are present.
    - No co-ed sleeping arrangements or intimate physical contact between students should be permitted, either while traveling or at the destination.

### ***AP 308-12 International Field Trip - Declaration Form***

I, \_\_\_\_\_ of \_\_\_\_\_  
 Name of Legal Guardian Address

In the City of \_\_\_\_\_  
 in the Province of British Columbia, solemnly declare that:

1. I am the legal guardian of \_\_\_\_\_  
 Name of Student
2. I am aware the Student wishes to participate in the \_\_\_\_\_  
 Name of School  
 trip to \_\_\_\_\_ on \_\_\_\_\_  
 Location of Trip Date of Trip
3. I accept sole responsibility should the Student suffer harm during the course of the Trip, directly or indirectly, as a result of terrorist activity, insurrection or war which may involve risk of disease, bodily injury and risk to life.
4. I have discussed the risks and possible consequences of participating in the Trip with the Student and am satisfied that the Student fully understands and accepts those risks and consequences.
5. I have been advised and understand that the Trip involves international travel, which, during this time of terrorist activity and threat of insurrection and war, involves risk of disease, bodily injury and risk to life.
6. I recognize that but for my acceptance of sole responsibility, the Board would not permit the Student to participate in the Trip.
7. I accept sole responsibility for all financial costs or losses arising out of cancellation or disruption of this trip.
8. Having considered all circumstances and risks pertaining to the Trip including those described above, I hereby give my permission for \_\_\_\_\_ to participate in the Trip.  
 Name of Student

I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same legal force and effect as if made under oath.

\_\_\_\_\_  
 Legal Guardian Signature

\_\_\_\_\_  
 Witness Signature

\_\_\_\_\_  
 Legal Guardian Name (please print)

\_\_\_\_\_  
 Name of Witness (please print)

\_\_\_\_\_  
 Date

## ***AP 308-13 Bus Safety Rules***

WHILE ON THE BUS PLEASE OBSERVE THE FOLLOWING:

### **SAFETY**

- S** – Stay in your seat while the bus is in motion.
- A**– Ask permission before opening or closing windows.
- F** – Fooling around on or near the bus is not permitted.
- E** – Extending hands and heads out of the windows is not permitted.
- T**– Train time is any time. Be **ABSOLUTELY QUIET** when the bus is crossing the railway tracks.
- Y**– Yelling or loud talking is very distracting to the driver and could cause a serious accident. Normal conversation (30 cm. Voices) is acceptable.

### **ORDER**

- O** – Orderly boarding of the bus will get everyone to their seat quickly.
- R** – Responsible for your own actions.
- D** – Do not throw anything out of the bus windows. It can be very dangerous.
- E** – Emergencies can happen on the road. All children are to remain on the bus unless directed by the bus driver to disembark.
- R** – Respect each other’s “space”.

### **RIGHTS**

- R** – Respect the rights of other passengers and the driver.
- I** – In curricular and extra-curricular activities, the teacher(s) are expected to follow all of the safety rules and set a positive example for the students.
- G** – Getting up and down the aisles can be important – please keep them clear.
- H** – Help look after the younger passengers’ safety and comfort.
- T** – Treat the bus and its equipment as if it were your own. Damage to seats etc., must be paid for by the offender.
- S** – Smoking and use of cell phones are **NOT PERMITTED** while on the bus. (Cell phone use is governed by Policy No. 9.330)

### ***AP 308-14 Use of Booster Seats in Private Vehicles***

Dear Parent/Legal Guardian:

As of July 1, 2008, amendments to the [Motor Vehicle Act](#) require mandatory use of booster seats in motor vehicles for children.

Booster seats are for children over 18 kg (40 lbs) until they are 9 years old unless they have reached the height of 145 cm (4'9") tall.

If your child fits the above description, he/she is required to use his/her booster seat while riding with a parent volunteer driver on the field trip planned for his/her class, on \_\_\_\_\_.  
(Date)

**Driver is responsible to ensure that the booster seat is correctly installed.**

Please ensure that your child's booster seat accompanies him/her to school on the day of the field trip to \_\_\_\_\_.  
(Destination)

Please ensure your child's booster seat is clearly labeled with his/her name.

Teachers in charge: \_\_\_\_\_  
\_\_\_\_\_

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

-----  
**PARENT/LEGAL GUARDIAN CONSENT**  
(Please return this portion to the school)

My child \_\_\_\_\_ will have his/her booster seat with him/her on \_\_\_\_\_  
(Child's Name)  
\_\_\_\_\_ for use in the parent-volunteer driver's vehicle.  
(Date)

**I understand that if the booster seat is not brought into my child's class prior to the field trip, my child may not be permitted to participate in the planned activity.**

**All drivers are responsible for complying with all child restraint requirements.**

\_\_\_\_\_  
(Signature of Parent/Legal Guardian)

\_\_\_\_\_  
(Name of Parent/Legal Guardian – please print)

Date \_\_\_\_\_



## AP 309 – Student Homework

### Background

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The purpose of this procedure is to provide guidelines for assigning students homework.

### Procedures

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1. There are four types of commonly assigned homework, each having a different intended outcome:
  - 1.1 Completion homework – this includes any work assigned during the school day and not completed in class. Completion homework helps students keep up-to-date with the classroom program. The classroom program should be differentiated if a student has completion homework on a regular basis.
  - 1.2 Practice homework – this includes any work that reviews and reinforces skills and concepts taught in class. Practice homework helps students practice newly acquired skills to develop fluency. To be effective, practice homework requires students to already be able to independently perform the skills required.
  - 1.3 Preparation homework – this includes any work that prepares students for upcoming lessons or classes. Preparation homework encourages students to acquire background information or to bring their prior knowledge and experiences to upcoming units of study.
  - 1.4 Extension homework – this includes any work that explores and refines learning in new context or integrates and expands on classroom learning. Extension homework encourages students to problem solve, think creatively and think critically.
2. Effective Homework Assignments
  - 2.1 Homework assignments shall be clearly articulated and carefully planned, and involve consultation among teachers, where appropriate. Also, where appropriate, homework assignments shall be differentiated to reflect the unique needs of the child.
  - 2.2 The purpose of all types of homework is to ensure high quality student learning, and to strengthen student desire to keep learning. Effective homework assignments:
    - 2.2.1 Are curriculum based and meet the developmental and individual needs of the student through differentiation and modification;
    - 2.2.2 Should be commented on to provide feedback for future learning;
    - 2.2.3 Are designed to require no additional teaching outside the classroom and students understand what is expected of them before leaving school;
    - 2.2.4 Are engaging and relevant to student learning.

3. Timing, Scheduling and Quantity of Homework
  - 3.1 Kindergarten – Homework should not be assigned to Kindergarten students. There is a strong connection between parental involvement and student achievement. As a result, families are encouraged to engage in early learning activities such as playing, talking and reading together in English or in the family’s first language.
  - 3.2 Grades 1 to 5 – There is a strong connection between daily reading to or with elementary children every day and student achievement. As a result, homework assigned in the early grades shall more often take the form of reading, playing a variety of games, having discussions and interactive activities such as building and cooking with the family. In the late Primary and Intermediate grades, effective homework may begin to take the form of independent work. In both cases, homework assigned for completion, practice, preparation or extension should be clearly articulated and differentiated to reflect the unique needs of the child.
  - 3.3 Grades 6 to 8 – Completion of homework for middle school-aged students can contribute to improved student achievement. Homework assignments for completion, practice, preparation or extension for students in middle school shall be clearly articulated and carefully planned, in partnership between teachers within the pod. Estimated completion time should be one hour or less.
  - 3.4 Grades 9 to 12 – Completion of homework can contribute to improved student achievement, particularly in the upper grades. Homework assignments for students in Grades 9 to 12 shall be clearly articulated and carefully planned with an estimated completion time of two hours or less. Homework stress is particularly prevalent amongst families with children transitioning into secondary school. As a result, homework, especially for Grade 9 students, should be carefully planned in partnership among subject teachers.
  - 3.5 Homework should not be assigned on scheduled holidays.
4. Homework During Extended Absences
  - 4.1 Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time as a result of family or parent-initiated absences. For absences due to extended illness, parents should contact the school principal to discuss available options.

Last Revised: May 2013

## AP 310 – Home Education

### Background

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Under the [School Act](#) (Section 12), its [Regulations](#), and [Ministerial Orders](#), parents have the right to educate their children at home. The purpose of this procedure is to recognize this right, and to ensure that the Abbotsford School District provides appropriate assistance in educating home-schooled students to facilitate their entry into the public school system.

### Procedures

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1. Parents/legal guardians may register any child of school age who is receiving home education at any public school in the district. The principal of the school will offer the following to the home school learner or the parents or legal guardians:
  - 1.1 the loan of educational resource materials that are authorized by the Minister
  - 1.2 access to the school library collection on a similar basis as it is offered to full-time enrolled students
  - 1.3 participation in any standardized assessments of children of the same age that are scored by agencies external to the district (for example, CAT testing)
  - 1.4 participation in appropriate provincial learning and assessment programs.
2. The principal may permit home-schooled students to attend any educational activity offered by the school except regular classroom instruction, subject to any terms, conditions, and fees approved by the Board of Education.

## AP 311 – Inclusion of Students with Special Needs

### Background

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The purpose of this procedure is to ensure that special education programs of the Abbotsford School District comply with Ministerial standards for special programs and that the district recognizes the value of inclusion that is appropriate to students' needs.

This section describes the special education program and services including program planning, implementation, and evaluation as referred to in the [Learning Support Services Quick Reference Guide](#).

### Procedures

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1. Inclusion refers to the meaningful integration of students with special needs with their peers in the regular classroom. The school staffs, in conjunction with district staff, will determine an appropriate educational program that will uphold the student's individual rights and educational needs in the most enabling environment.
2. Students with special needs will be integrated with proper resources, space and support services. The schools and district will provide options appropriate to the needs of all students with special needs in the least restrictive environment. Some examples may include:
  - Instruction in the regular classes (with sufficient support)
  - District program placement
  - Home or hospital settings
3. Students with special needs must have an Individual Educational Plan developed in consultation with their teachers, parents, and approved by the principal.
4. Each school will establish a School-based Team to provide a vital link for students experiencing difficulty either socially or educationally.

Last Revised: May 2013

## AP 312 – Home Visits

### Background

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The purpose of this procedure is to establish guidelines for Abbotsford School District personnel making home visits.

### Procedures

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A home visit is defined as entry to a student’s home at any time or occasion. Providing a student with a ride, or picking him/her up from a home, is not considered a home visit. Any home visit must be determined as essential by the principal and in the best interest of the student.

The district recognizes a student’s need for exceptional services due to health issues or other extraneous concerns. Home visits may occur with district personnel hired for such purposes specifically, Hospital/Homebound Teachers, Alternate Education Teachers and/or Youth Care Workers.

Principals are expected to:

1. Determine if the home visit is necessary.
2. Inform the staff making the home visit that if the situation becomes unsafe he/she must leave the home at once and notify appropriate authorities.
3. Be notified by the staff (except the Hospital Homebound teachers) upon completion of a home visit.
4. Ensure that the parent/guardian has been notified about the home visit as they, or another responsible adult, **must** be present during the entire visit. If the parent/guardian will not be home during the visit, the principal must ensure the appropriate Learning Support Services form for “Home Visits without a Parent/Guardian Present” has been completed, approved and signed by the Director for Learning Support Services.
5. Have appropriate paperwork completed for approval of a Hospital/Homebound teacher (HHT) by the Director of Learning Support Services.
6. Ensure, in cases of Hospital Homebound Services, a schedule for teacher home visits is coordinated by Learning Support Services

Reference [Learning Support Services Quick Reference Guide](#)

Last Revised: May 2013

## AP 313 – Entry to Kindergarten

### Background

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The purpose of this procedure is to set the age at which children are eligible for entry to kindergarten in the district. This section sets the minimum age for entry to kindergarten, describes circumstances under which exceptions may be made, and provides guidelines for addressing the needs of more capable students.

### Procedures

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1. Children who reach age 5 on or before December 31 are eligible to enter kindergarten in September. Exception to this procedure is granted if a twin to a child born on December 31 is born on January 1.
2. An exception may also be granted if a four-year old child, whose formal education is already underway, enters from another jurisdiction (usually another country or province), and denying entry would interrupt the child's formal education. In this case, the parent is responsible for providing evidence of enrolment in a previous educational program. This does not include private nursery schools or similar pre-school entry programs.
3. Kindergarten remains an optional program in BC. Parents/guardians, after consultation with the local school principal, may choose to defer their child's entry to school for one year. The child will commence school the following September in either Kindergarten or Grade One.
4. A basic principle of child development is that variability is the norm, with a wide range of abilities present within any age group. Some differences result from individual learner characteristics and some are due to experience. In keeping with the Ministry of Education Special Education Policy, all students should have equitable access to learning, as well as opportunities for achievement and the pursuit of excellence in all aspects of their educational programs. The learning needs of more capable students can be appropriately addressed by working with the School-Based Team and may include the development of an Individualized Education Plan.
5. Although most students are ready for the full-day Kindergarten program, which begins for all students, on the second Wednesday in September, some students may require a longer period of time to adjust to the full-day program. This is also appropriately addressed by working with the School-Based Team and may result in the development of an Individualized Education Plan until the child is ready to begin full-day attendance.

Reference [Full Day Kindergarten](#)

Last Revised: May 2013

## AP 314 – International Students

### Background

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The purpose of this procedure is to set conditions under which non-resident international students may be admitted to schools in the Abbotsford School District. This section defines international students (fee paying and non-fee paying), and provides guidelines for admitting these students.

### Procedures

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1. Admission of International Students, Without Fee
  - 1.1 International students residing or planning to reside in Abbotsford who request permission to enroll in the Abbotsford School District will be accepted without additional fees, provided that they qualify under any of the conditions listed below, subject to all additional qualifications and conditions described in this procedure.
  - 1.2 The student may qualify if the student is:
    - 1.2.1 an international student who:
      - is a refugee claimant with an acknowledgement letter from the Immigration and Refugee Board;
      - is a Convention Refugee and can present a letter from Citizenship and Immigration Canada confirming this;
      - has been admitted to Canada under a letter of permission or permit issued by Citizenship and Immigration Canada;
      - is in the custody of the Minister for Children and Family Development; or
      - is attending school on a reciprocal and equal exchange. This exchange must be one-in, one-out from the exchanging districts for the same length of time, with the exchange completed within two years; or
    - 1.2.2 an international student whose parent or guardian\*:
      - has been admitted to Canada for permanent residence (i.e. landed immigrant), or has applied for permanent residence within Canada and can substantiate this with documentation from Citizenship and Immigration Canada;
      - has been lawfully admitted to Canada for temporary residence and is authorized to work for a period of one year or more;
      - has been lawfully admitted to Canada and is authorized to study for a period of one year or more, and is enrolled in a degree or diploma program at a public post-secondary institution in British Columbia.
      - has been admitted under a teacher exchange program;

- is carrying out official duties as a diplomatic or consular official and is able to substantiate this with a Foreign Representative Acceptance Counterfoil in the guardian's passport; or
- is a person who is a resident of the province on a cyclical (continuing part-time) basis, as determined through consultation with the Ministry of Education and with Citizenship and Immigration Canada.

\* The term "guardian" used in this Procedure shall be applied as identified in the [Family Law Act](#).

Parents are generally guardians

**39 (1)** *While a child's parents are living together and after the child's parents separate, each parent of the child is the child's guardian.*

*(2) Despite subsection (1), an agreement or order made after separation or when the parents are about to separate may provide that a parent is not the child's guardian.*

*(3) A parent who has never resided with his or her child is not the child's guardian unless one of the following applies:*

*(a) section 30 [parentage if other arrangement] applies and the person is a parent under that section;*

*(b) the parent and all of the child's guardians make an agreement providing that the parent is also a guardian;*

*(c) the parent regularly cares for the child.*

*(4) If a child's guardian and a person who is not the child's guardian marry or enter into a marriage-like relationship, the person does not become a guardian of that child by reason only of the marriage or marriage-like relationship.*

## 2. Admission of International Students, With Fee

2.1 Students who do not qualify for admission to Abbotsford schools under Section 1 above, may apply for entry under the following terms:

- The student will be required to pre-pay a non-refundable application fee.
- The district will levy a tuition fee per school year to those International Students involved in the District International Student Program.



- Students must apply for medical insurance coverage through the Medical Services Plan of British Columbia and for private medical insurance coverage for the three-month waiting period prior to the provincial plan taking effect. Payment of the annual premium for medical insurance coverage is payable at the time tuition fees are paid, and will be administered by the school district.
- All students enrolled in the International Student Program must live in an approved local Abbotsford home stay arranged by the Abbotsford School District, or with a responsible person over the age of 25 years who resides in the Abbotsford School District. Students who do not meet this criterion will not be accepted into the program. A one-time placement and monitoring fee is payable at the time tuition fees are paid. This fee is subject to annual review.
- Placement in Abbotsford schools will be determined by the Superintendent, or designate.
- The conditions in this procedure with respect to age qualifications and placement will apply.
- Students will be accepted for enrolment in September and February, or under special circumstances, at any time during the year at the discretion of the principal. The fee for attendance for a portion of a year will be charged on a pro-rated basis.

### 3. Allocation of Fees

3.1 It is the intention that within the program, the portion of fees not required for normal teaching salaries or associated supplies will be used for direct educational services and technical resources. The Superintendent (or designate) shall annually develop a plan for the assignment of such funds.

### 4. Age Qualifications

4.1 Students who are 19 years of age or older are not eligible for involvement in any Abbotsford school or program other than continuing education and adult education programs.

### 5. Placement Conditions

5.1 The Abbotsford School District reserves the right to determine final school and grade placement. This will depend on available space, English proficiency, age, assessment results, and previous school experience, as follows:

- Enrolment of international students will be subject to space being available in the immediate and projected future (two years).
- Assessment of English proficiency is required prior to acceptance. If the assessment indicates that a student requires English language training, and this support is not available at the requested school, Abbotsford School District reserves the right to place the student in a school which has an appropriate program.

- The Abbotsford School District will determine the grade in which each student will be placed based on age, assessment results, and previous school experience. The district reserves the right to place a student in the school with the most appropriate program and available space.

## 6. Enrolment Procedures

6.1 A letter permitting international students to enroll in a specific Abbotsford school will be issued to the parent(s)/guardian(s) or student and the receiving school once the requirements set out in the [Application for a Study Permit \(IMM 1294\)](#) have been met. The letter of permission must be signed by the Superintendent and approved by the Board. Only after this letter of permission has been issued may a principal enroll an international student(s). Students may enroll only in the school specified in the letter of permission.

## 7. Graduation

7.1 Acceptance by the district does not guarantee the right to graduate with a *Dogwood Certificate* (Grade 12 BC Certificate). International students must meet the Ministry of Education graduation requirements to receive their degree.

## 8. Ordinarily Resident

8.1 For the purposes of delivering Distributed Learning services, a student is resident in the province of British Columbia if the student is ordinarily resident in the province and the guardian of the student is ordinarily resident in British Columbia.

8.2 Notwithstanding the definition offered above, students may be temporarily absent from British Columbia, yet still retain status as ordinarily resident, as follows:

8.2.1 The parent or guardian remains resident in British Columbia while the student is temporarily absent. This temporary absence is marked by clear documentation that the student will be returning to the parental home at the end of this temporary absence. Some exchange students, athletes competing at elite levels, and students involved in extended travel or self-funded studies overseas could be considered ordinarily resident in British Columbia.

8.2.2 If the student is temporarily absent from the province with the parent or guardian they may be considered ordinarily resident in British Columbia if there is clear evidence that the family will be returning to British Columbia. This evidence might be a letter from an employer indicating the commencement or termination of a contract for work, or any other documentation deemed sufficient by the Superintendent or designate.

- 8.3 An International Student who is regarded as 'ordinarily resident' for funding purposes as defined by the Ministry of Education's Policy Document *International Students* is considered ordinarily resident for the purposes of receiving distributed learning services.

Last Revised: May 2013

## AP 315 – Multiculturalism

### Background

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The purpose of this procedure is to help encourage appreciation and understanding of the diverse cultures of Abbotsford.

### Procedures

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1. The district supports and encourages curricula, programs and activities that will help foster understanding and appreciation of the many cultures that make up this community,
2. This would include learning from and celebrating cultural diversity while, at the same time, recognizing and observing traditional Canadian holidays such as Christmas, Easter and Thanksgiving.
3. Principals and vice-principals are to ensure that any [school activities](#) are conducted in a secular and non-sectarian manner. (Refer to the [School Act](#) below)

Reference: [School Act](#), Section 76(1) and 76(2)

Last revised: May 2013

## AP 316 – Student Absences from School

### Background

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The purpose of this procedure is to ensure that all student absenteeism and tardiness in the district are appropriately documented and that students with chronic absenteeism receive the support required.

### Procedures

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1. The principal or designate must ensure that all absences from school (lates, partial or full-day absences) are recorded and that parents are informed of any unexcused absences.
2. The principal or vice-principal will provide the School-Based Team with the names of any students with chronic absences so that appropriate planning and supports can be determined to maintain the student's educational programming.
3. Extended Absences
  - 3.1 Parents/guardians should carefully consider the negative effects that an extended absence from school may have on their child's/children's total educational progress.
    - 3.1.1 When an extended student absence is contemplated, the parents/guardians are asked to contact the school principal as early as possible prior to the departure date. Consideration should be given to the impact of an extended absence on the educational progress of the student. Work packages may be requested but are provided to parents solely at the discretion of the principal in consultation with the classroom teacher(s).
    - 3.1.2 If the extended absence is due to a medical or social-emotional issue, parents/guardians are asked to work closely with the principal and the School-Based Team to ensure that the student's educational programming is accommodated as appropriate. Referral to the Hospital-Homebound Teacher service may be suggested.

References [School Act](#) Section 6 Duties of Students  
[School Act](#), Section 5(8) of the [Regulation to the School Act](#) defines the powers and duties of principals and vice-principals with respect to student attendance, and Section 4(1)(f) of the [Regulation to the School Act](#) defines the duties of teachers with respect to student attendance.

Last Revised: May 2013

## AP 317 – Student Fees

### Background

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The purpose of this procedure is to clarify when, and for what purpose, fees and deposits may be charged, and to ensure that fees and deposits do not become a barrier to participation in activities or programs because of financial hardship.

### Procedures

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Principals/Vice-Principals will ensure that the assigning and collecting of fees and deposits conform with the following procedures:

#### Definitions

1. Curricular

Refers to instructional courses and/or programs authorized by the Ministry of Education, Locally Developed or Board Authorized leading towards graduation as set out in the '[School Act](#)'.

2. Extra-Curricular

Refers to any school activity that is not included in the curricular offerings leading towards graduation (e.g. school events, clubs, sports clubs, student leadership activities).

3. Allowable Fees, and Field Trips

Fees may be charged for school special events, clubs, sports and other extra-curricular items and/or activities not regulated in the '[School Act](#)'.

3.1 Graduation Fees: The basic cost for graduation will be an amount to cover the cost of the convocation ceremony (e.g. gown and stole rental, keeper cap and tassel, folder, diploma and tickets to convocation/venue, tea/reception).

3.2 Parking Permits: Schools have the option of issuing parking permits to students to park their vehicles on school district property. The fee shall be for the right to park as well as for administrative expenses.

3.3 Student Activity Fee for Middle and Secondary Schools: The student activity fee covers costs such as student agendas, guest speakers, student identity cards, school events, student recognition, student leadership, locks and locker rentals. The activity fee without an agenda is reduced by the cost of the agenda.

Schools shall not charge for a student agenda if the agenda is to be used as a learning resource and/or for assessment purposes.

### 3.4 Field Trips:

#### 3.4.1 Curricular:

##### 3.4.1.1 Mandatory

A field trip is deemed 'mandatory' when students are required to participate in order to meet specific course learning outcomes.

If a classroom field trip is deemed mandatory, there is no charge to the student.

##### 3.4.1.2 Optional

A field trip is deemed 'optional' when specific learning outcomes can be attained through either a field trip or an alternate learning opportunity.

A fee may be charged for an optional field trip to cover admission and transportation costs.

Students who do not participate in an optional field trip will be provided with an alternate learning opportunity based on specific learning outcomes addressed in the field trip.

#### 3.4.2 Extra-curricular Field Trips:

Extra-curricular field trips are not evaluated as a formal part of an educational program and a fee may be charged.

### 3.5 Deposits and Rentals

The school may require students (including home schooled students) to pay a refundable deposit for "educational resource materials". Criteria used to determine the amount of the deposit should be specified at the time the deposit is required. Refunds will be adjusted for damages or for servicing the item upon return.

3.6 Textbooks and Workbooks: Refundable deposits may be requested for textbooks and workbooks. School-made workbooks cannot be charged to students.

3.7 Musical Instruments: Schools may request that parent(s)/guardian(s) provide a musical instrument. Schools may charge a deposit for an instrument loaned to a student by the school.

3.8 Graphing Calculators: Students may be given the options of buying their own, borrowing a school-provided graphing calculator, or using school-provided calculators during class time. Schools must make available as many graphing calculators as needed by students who do not wish to buy their own. Schools may collect a refundable deposit on loaned graphing calculators.

3.9 Technological Equipment: Deposits may be collected for the use of cameras, computers or other school equipment loaned to students by the school for use to complete coursework.

3.10 Laptop Computers – (One-to-One Program): Students/Parents may be given the options of purchasing their own laptop computer, leasing or leasing to own a laptop computer as per the

District Lease Plan, or borrowing a laptop from the school. Schools may collect a refundable deposit on loaned laptop computers.

3.11 Personal Supplies, and Equipment: Schools may charge for, or request that parent(s)/guardian(s) provide, the following personal supplies for students. The following list is not prescriptive; schools may adapt this list to their needs but may not add to it without permission of the Superintendent.

3.11.1 Art Supplies: felts, glue, paint shirt, pencil crayons, scissors, scrapbooks, sketch books, stencils for numbers and letters, wax crayons

3.11.2 Math Supplies: calculator (non-graphing), graphing paper, protractor and compass set

3.11.3 Music Supplies: band instrument, recorder, reeds

3.11.4 PE Supplies: gym bag (cloth with drawstring), runners (indoor, non-marking), shorts, socks, t-shirt

3.11.5 School Uniforms/Dress Coordinates: jackets, vests, ties, pants, shorts, skirts, shirts, blouses

3.11.6 Writing Supplies: backboards, binders, correction tape/whiteout, divider tabs, duo-tangs, erasers, exercise books, highlighters, index cards, Key Tab notebook, loose-leaf paper, markers, pencils, crayons, pencil box/case, pencil sharpener, pens, portfolio/report covers, post-it notes, reinforcements, and rulers

3.11.7 Reference Resources: computer data storage device, English and other language dictionaries, and thesaurus

3.11.8 Career / Trades Programs: protective eye wear, protective head gear, safety boots, tools for apprenticeship programs (CTC, ACE-IT, SSA)

3.11.9 Student Agendas: A fee may not be charged if the agenda is used for assessment purposes. A fee may be charged if the agenda is used for any other purpose.

3.11.10 Computer Supplies: Headphones, storage medium

3.12 Materials of Superior Quality: While a school may not charge 'blanket' course fees, a student may be required to pay for materials of superior quality (optional materials) used in the preparation of a project to meet a course requirement.

3.13 Applied Skills (Tech Ed., Business Ed., Home Ec.) and Fine Arts (Art, Music, Drama, Dance): A school must provide the basic ingredients/materials for class projects. Should a student choose to, he/she may use 'optional' materials to upgrade the project. For example, a student may use a finer grade of wood, or acrylic versus oil based paint.

3.14 Specialty Academies: Schools may charge a fee for students to participate in a Board approved academy. The Board will establish fees on an annual basis in consultation with the School Planning Council.



- 3.15 Summer School: Fees will be in accordance with the [School Act](#) and Ministry of Education guidelines. Students of school age will not be charged course fees. A refundable deposit may be charged at the time of registration. Students who complete summer school will be issued a refund on the deposit.
- 3.16 Night School-Continuing Education: Fees may not be charged for courses leading to graduation for students of school age. Graduated adults will be charged a course fee except for courses in Language Arts 11/12, Mathematics 11/12 and Sciences 11/12.
- 3.17 Distributed Learning (Virtual School): Fees may not be charged for courses leading to graduation for students of school age. Graduated adults will be charged a course fee except for courses in Language Arts 11/12, Mathematics 11/12 and Sciences 11/12.
4. Application of Procedures
  - 4.1 Annually, the Superintendent will establish a process for setting fees and deposits charged. This is to ensure consistency across the district.
  - 4.2 The Principal in consultation with the School Planning Council and in accordance with district policy, will recommend a schedule of school fees and deposits to the Superintendent.
  - 4.3 The Superintendent will make a recommendation to the Board for approval.
  - 4.4 The Board will approve school fee and deposit schedules prior to the next school year so that the information is available for publication by schools.
  - 4.5 The Principal will ensure that school fee and deposit schedules are published and/or made available to students and parent(s)/guardian(s) prior to students selecting courses.
5. Financial Hardship
  - 5.1 Staff must ensure that no student is denied an opportunity to participate in educational programs or educational curricular activities based on financial hardship.
    - 5.1.1 Staff must ensure that no student is denied an opportunity to participate in specialty Academies based on financial hardship.
    - 5.1.2 The Board will ensure that no student is denied an opportunity to participate in optional curricular field trips based on financial hardship.
6. The option for waiving school fees for school programs, optional curricular field trips and other activities must be made known to parents. The principal must ensure the process for waiving a fee is fair and confidential.

Last Revised: May2013

## AP 318 – Student Dress Code and School Uniforms

### Background

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This procedure outlines the district’s expectations for student dress and grooming and provides a framework through which Abbotsford public schools, with the consent and involvement of their parent communities, can develop student uniform dress codes within their schools.

### Procedures

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1. The district expects that students will demonstrate their commitment to their own education by dressing and grooming themselves in an appropriate manner for school.
2. A uniform dress code is a prescribed dress requirement for students at a particular school. The requirement can range from a specific style and/or colour, to standards for colours and/or materials that may be met within broad limits.
3. Student Dress Code
  - 3.1 The principal in consultation with staff and the parent community will establish additional guidelines for reasonable dress codes.
  - 3.2 Students are expected to adhere to standards of dress that allows for a clean and tasteful school environment. Variations to the student dress code may occur for school spirit events but these variations must be approved in advance by school administration and must adhere to safety requirements.
  - 3.3 A student’s appearance or mode of dress will not be permitted to disrupt the educational environment or threaten health or safety. In disruptive situations, students may be required to change their clothing to comply with standards. These standards include, but are not limited to:
    - grooming hair and wearing apparel that is safe for the student and others participating in any school activities.
    - avoiding attire that may cause excessive wear or damage to school property.
    - wearing appropriate footwear
    - avoiding attire that is offensive or distracting because it is extreme in style or too revealing.
    - avoiding attire that promotes the use of alcohol, tobacco, drugs, or identifies the student with groups or gangs whose purpose is to intimidate or harass.

Note: jewelry, hats, and tattoos are considered to be attire.

#### 4. Implementation of School Uniforms

4.1 Where there is parental interest, and upon written request from the PAC, the principal shall hold a referendum of the entire parent community of the school.

4.1.1 The following requirements must be met:

- One vote for each student enrolled at the school (with the exception of the senior grade students who are transitioning to a new school location) shall be allotted to the parents/guardians.
- When at least 75% of the eligible votes cast in a school are in favour, the principal will work together with the school's PAC to implement a student uniform dress code.

#### 5. Student Uniform Dress Code

5.1 In developing a student uniform dress code, the following guidelines will apply:

- 5.1.1 Guidelines for the student uniform dress code shall be developed with the consent of a majority of a school's parents/guardians with due regard to affordability. Opinions of students in Middle Schools, and more so in Secondary Schools, should be solicited and considered.
- 5.1.2 The school will identify alternative options for those students who choose not to participate in the school uniform dress code.
- 5.1.3 The principal or vice-principal shall accommodate the religious convictions or beliefs of students who prescribe the type or manner of their dress.
- 5.1.4 The principal or vice-principal may recommend special assistance if a student cannot afford prescribed garments.

Last Revised: May 2013

## AP 319 – Tobacco Use on School District Property

### Background

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Smoking presents a significant health and safety hazard. Staff must be proactive in the education about and enforcement of [BC Legislation Bill 10 – Tobacco Sales Amendment Act](#), as well as any [City of Abbotsford Smoking Regulation Bylaw](#) related to tobacco use.

### Procedures

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Smoking and the use of all tobacco products is not permitted on school district property at any time.

1. Students
  - 1.1 Students under the age of 18, with tobacco products on school district property shall be subject to discipline under the School Code of Conduct in accordance with [AP 333 – Student Suspensions](#).
2. Employees
  - 2.1 Employees are permitted to have tobacco products in their possession, but the use of all tobacco products is prohibited on school district property.
3. Public
  - 3.1 Anyone found by school district staff using tobacco products on school district property will be asked to immediately discontinue the use and/or leave the school district property.
4. Other
  - 4.1 Specialized ceremonies involving tobacco may be utilized on school district premises only with the permission of the superintendent of schools.

Last Revised: May 2013

## AP 320 – Possession of Weapons or Explosives

### Background

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The purpose of this procedure is to protect students and staff in the Abbotsford School District from the misuse of dangerous weapons or objects on school grounds.

### Procedures

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1. A person will not possess, handle, use, display on school grounds, or transport to school grounds any object that can be considered a weapon or an explosive, including but not limited to the following:
  - Firearms
  - Knives
  - Brass knuckles
  - Clubs
  - Martial arts devices
  - Fireworks or other incendiary devices
- 1.1 These items will not be tolerated in any school-related activity, function, or event. The possession or use of objects not generally considered weapons (toys or replica weapons) may be prohibited when the principal or designate determines that the object may be dangerous to any student, school employee, or to school property.
2. When a weapon has been confiscated or it is discovered that a person possesses a weapon, the police will be advised (see [AP 332 – Search and Seizure](#)). Schools will conduct a Violence and Risk Assessment on any student who is in possession of a weapon.
3. Students who violate this procedure may be disciplined in concert with the District and School Codes of Conduct.
4. Each school principal will ensure that all students and their parents or guardians are fully apprised of this procedure at the beginning of each school year.
5. Some students, such as those who follow the Sikh faith, may wear items in observance of their religious beliefs. Such students have a responsibility to communicate these practices to the principal. Students who wear a kirpan should alert the principal who should advise such students about appropriately concealing it.

References     [Emergency Standard Operating Procedures](#)  
Board Policy 15 ‘Student Code of Conduct’

Last Revised: May 2013

## AP 321 – Student Parking

### Background

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The purpose of this procedure is to provide direction for students in the Abbotsford School District who wish to park at school, and to outline the responsibilities of students and staff.

### Procedures

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1. Students wishing to park on school property must sign the parking request form, pay the appropriate fees if required, and obey the school's parking rules as provided for in [AP 331 – Drugs and Controlled Substance Abuse](#) and [AP 332 – Search and Seizure](#). Drug sniffing dogs may be used in the student parking lot.
2. Parking Request Forms
  - 2.1 Each school will complete the standard form, [AP 321-1 Student Parking Request Form](#) with the school name, fees, and special instructions before providing the form to students. Every student who wishes to park on school property must fill out this customized form. The parking pass is then valid only in the vehicle specified on the form and is not transferable to another student. If the student wishes to change vehicles, the school office must be informed.
  - 2.2 Schools will publish parking lot rules in Student Handbooks and will review the rules annually with students.
  - 2.3 Each school has the right to enforce their parking regulations and may:
    - Revoke parking privileges
    - Tow vehicles
    - Use vehicle disabling devices (e.g. parking boots)
    - Use drug-sniffing dogs to search student parking areas

Appendix [AP 321-1 Student Parking Request Form](#)

Reference [AP 331 – Drugs and Controlled Substance Abuse](#)  
[AP 332 – Search and Seizure](#)

Last revised: May 2013

## AP 321-1 Student Parking Request Form

School name: \_\_\_\_\_ Parking Fee: \_\_\_\_\_

Special Parking Instructions:

Vehicle Make: \_\_\_\_\_ Vehicle Model: \_\_\_\_\_

Vehicle License Plate: \_\_\_\_\_ Vehicle Year: \_\_\_\_\_ Vehicle Colour: \_\_\_\_\_

I understand that parking on school property is a privilege and that neither the school nor the Abbotsford School District is liable for any damage that may occur to my vehicle, or any theft of my vehicle including articles left inside my vehicle.

I agree to obey all the rules as set out in [AP 321, 'Student Parking'](#), and on this form.

I understand that if I break any of these rules the school may take action which may include disabling/towing my vehicle and/or revoking my parking privileges.

I understand that this request is for one vehicle and I may not transfer my parking pass to another vehicle without notifying the school office.

I understand that I may not transfer my parking pass to another student.

I agree to allow the school administration to search my vehicle if indicated by a drug-sniffing dog.

\_\_\_\_\_  
Student Initials

I understand that I may lose my parking privileges if I am seen driving in an unsafe manner.

I will not use, or allow anyone else to use, a motor vehicle under my control for any illegal purpose, or in a way that creates a disturbance or a nuisance.

In accordance with the [Freedom of Information and Protection of Privacy Act](#) (FOIPPA), I authorize the Abbotsford Police Department to disclose to the Abbotsford School District any information about my driving record, and the School District may use this information to decide if I am fulfilling the responsibilities I have accepted under this agreement.

\_\_\_\_\_  
Parent Initials

\_\_\_\_\_  
Student Initials

Date: \_\_\_\_\_

Student name: \_\_\_\_\_ Signature: \_\_\_\_\_  
(please print)

Guardian name: \_\_\_\_\_ Signature: \_\_\_\_\_  
(please print)

Registered vehicle owner's name (please print) \_\_\_\_\_ Signature: \_\_\_\_\_

## AP 322 – Dry Grad

### Background

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The purpose of this procedure is to ensure that grade 12 graduation is celebrated in a safe and legal manner.

### Procedures

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1. Graduation celebrations usually consist of three parts: The Graduation Ceremony; the Prom or Banquet/Dance; and the Dry Grad or Lock-in.
2. Most schools sponsor “Dry Grad” lock-in parties with the support and help of the parents.
3. All graduation activities must conform to Board policies and the law.
4. The Board of Education does not condone any graduation activity sponsored by parents or others that is not jointly planned by the school or supervised by school personnel in accordance with district policies and the law.
5. Schools will inform parents of each graduating student early in the year of the school-sponsored graduation activities being planned by the school’s grad council. Parents will be made aware of the potential for legal liability for allowing minors to participate in non-school sponsored events where consuming alcohol is permitted. “Dry Grad” lock-in should be held the night of the prom and Dance or the Graduation Ceremony where possible.

Reference [School Act](#)

Last revised: May 2013



## AP 323 – Handheld Devices

### Background

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The purpose of this procedure is to provide direction with respect to student use of handheld devices including cell phones, tablets and other multimedia devices in schools. The use of handheld devices by students should in no way interfere with the safety, security and privacy of students and/or staff. In addition, the use of handheld devices should not interfere in any way with student learning and school operations.

### Procedures

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1. Definitions
  - 1.1 Handheld devices - Shall include all portable communication devices, which include but are not limited to the following:
    - Cell phones and Smartphones,
    - Small tablets and handheld devices using mobile operating systems
    - Other electronic devices that facilitate communications (either verbal, visual or text), but do not include laptop computers.
  - 1.2 School Hours - School Hours shall include the following:
    - any time between the first bell and the last bell or during any instructional time outside school hours
    - any time while riding a School District bus and/or other School District provided transportation
    - any time away from school while participating in school sponsored events (e.g. field trips, athletic or cultural events, etc.)
    - any time at a school function that occurs outside of the normal school day (e.g. school dances, athletic events, etc.)
2. Cyberbullying - The use of any electronic communications device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile or unwanted manner under a person's false or true identity.
3. The use of a handheld device(s), such as a Smartphone, must never be used by students inside school buildings unless it has been authorized by a Principal and/or teacher. Appropriate use of these devices is allowed outside of school buildings and school hours.

4. The possession and/or use of a handheld device(s) by students at school, including during an emergency, shall be subject to the following:
  - 4.1 Students may possess handheld devices at school, but they must be turned off and kept out of sight during school hours unless authorized by a teacher/administrator to complete a required learning activity during classroom instruction.
  - 4.2 Students shall not use a handheld device(s) for any purpose during a school emergency, unless specific authorization is provided by a person in authority (e.g. principal, teacher, police officer, etc.)
  - 4.3 At no time should a handheld device(s) be used to capture an image or a voice recording of another person during school hours, unless specific authorization is provided by a Principal and/or teacher.
  - 4.4 At no time should a handheld device(s) be used for the purpose of cyberbullying.
  - 4.5 A teacher may require students to surrender a handheld device(s) during a classroom examination or at any time based on classroom objectives or due to a breach of this policy.
  - 4.6 The School District assumes no responsibility for the personal property of students, including handheld devices. Students and parents are urged to give appropriate consideration to what is brought to school.
5. Schools shall inform students and parents of this policy and the expectations regarding the use of handheld devices.
6. School staff has a duty to protect the privacy of student information contained on handheld devices. Phones that are temporarily confiscated must be kept in a secure location and must not be accessed unless there are reasonable grounds to believe the device was used in committing an offence against school rules.
7. Handheld devices should not be kept overnight. They are to be returned to the student and/or his/her parents by the end of the school day.
8. Students who are in contravention of this procedure may be subject to discipline by the principal.
  - 8.1 Repeated violations of this procedure will result in an escalation of consequences, up to and including suspension as per [AP 333 – Student Suspensions](#).
  - 8.2 A serious infraction involving the use of a handheld device(s) including use in a washroom, locker room, change room, shower room, or any other area that could jeopardize the safety, or create discomfort and/or embarrassment to any person may result in suspension and/or criminal charges.
9. Students may use handheld devices for school learning activities under the supervision of a teacher. When a handheld device is used to complete a classroom activity, the supervising teacher can request

access to the device to view progress on the learning activity or to confirm inappropriate activity conducted during the learning session.

10. When available, students may bring their own devices and access guest networks but must comply with this policy.

Reference     [AP 417 – Information and Communication Services](#)  
                  [AP 333 – Student Suspensions](#)  
                  Board Policy 15 ‘Student Code of Conduct’

Last Revised: May 2013

## AP 324 – Student Photograph/Video and Media Consent

### Background

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The collection, use and disclosure of personal information by a school district are governed by the [Freedom of Information and Protection of Privacy Act](#) (FOIPPA) and the [Freedom of Information and Protection of Privacy Regulation](#). This includes use of a student’s photo on district materials and electronic properties (e.g. websites.)

The [School Act](#) obliges district staff to “ensure confidentiality of the information contained in the student records and ensure privacy for students and their families”. This includes access to students by news media.

### Procedures

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General consent forms must be obtained at each school level (i.e. elementary, middle and secondary) the student achieves in the Abbotsford School District.

#### 1. General photo/video and media consent

- 1.1 The form asks for consent for video and audio recordings as well as photos of the individual student.
  - 1.1.1 Photo consent forms must be issued, and kept on file throughout a student’s time at that school. If the student changes schools within the district the form should move with the student’s files.
  - 1.1.2 If no form is returned or if the consent section is not completed, it must be registered as ‘no consent’ for that student.
  - 1.1.3 An annual ‘no consent’ list should be maintained in the school office.
- 1.2 School and district staff cannot control news media access in public locations (e.g. field trips or off school grounds) or school events open to the public, such as sports events, student performances, school board meetings, etc.

#### 2. In class/school consent for access to students by media, photographers

- 2.1 Parental/Guardian consent for recording and use of a student’s photograph, video image or audio recording in a classroom or school setting (i.e. nonpublic.) must be received in advance.
- 2.2 For in-school interaction with media, obligations under the [School Act](#) can be met by:
  - 2.2.1 carefully controlling access by media to the schools and students and avoiding situations that would likely be considered an invasion of privacy;
  - 2.2.2 providing advance notice to parents and students so they may “opt out” of events;
  - 2.2.3 advising parents when media presence is scheduled at the school;

- 2.2.4 ensuring students with non-consent are identified to media/camera operators and are not included in any photographs, video or audio recording.
3. Staff should ensure that student photographs or videos are captured with school district owned devices and not personal equipment.

Appendix [AP 324-1 Photograph/Video and Media Consent Form](#)

Last Revised: May 2013



## AP 325 – Student Safety and Maintenance of Order

### Background

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The purpose of this procedure is to ensure that students and their parents/guardians are informed of potentially dangerous situations or circumstances within the district and to authorize employees to act to protect students and maintain order. This section describes potential dangers and the procedure to be followed when an incident affecting student safety is reported to the school principal or vice-principal.

### Procedures

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1. The safety of students is of primary importance. To protect students from criminal incidents, every effort will be made to inform students and their parents or guardians of potential dangerous situations. Principals and vice-principals, under the [School Act](#), have the authority to maintain order in the school or at school functions.
2. All district schools are closed campuses. All visitors are required to first report to the school office. School personnel may require identification from any person on school property.
3. The principal (or designate) may refuse to allow persons with no legitimate business to enter school property, and may seek police assistance if necessary to have an undesirable person ejected from school property.
4. Section 177 of the [School Act](#) provides authority to the school principal to ban, in writing, an individual from school property who has seriously and repeatedly disrupted the proceedings of the school or an official school function. This action is taken only after consultation with both the Superintendent or designate and the Abbotsford Police Department.
5. The school principal is responsible for implementing safety rules and regulations in their schools and for reporting potentially unsafe conditions to the Superintendent or designate.
6. When an incident affecting student safety is reported to the school principal, he/she will immediately report the incident to the designated school liaison officer of the Abbotsford Police Department and to the Superintendent or designate. The Superintendent or designate, at his/her discretion and in consultation with the local police, will alert other schools in the general vicinity.
7. The District [Standard Emergency Operating Procedures Manual](#) outlines steps staff must take in mitigating a wide range of school-related emergencies.

Reference: *School Act* Section 177 (1, 2, 3 & 4)  
<http://www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf>  
District Standard Emergency Operation Procedures Manual  
Board Policy 15 'Student Code of Conduct'

Last Revised: May 2013



## AP 326 – Student Illness or Injury at School

### Background

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The safety and well-being of students is of primary importance. This section provides guidelines for response if a student is injured or becomes ill while in the care and custody of the school, and for using an ambulance to transport students, if necessary.

### Procedures

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1. In determining a course of action where student safety or wellbeing is concerned, the rule of thumb should always be to “err on the side of caution”. **The parent/guardian or emergency contact person is to be notified immediately in order that he/she may participate in any decision respecting a course of action or treatment for the student.**
2. It is the responsibility of every employee who works with students to safeguard the well-being of students, and when an injury or illness occurs, to take appropriate action. Each school shall post in the school office, an inventory of all employees with specialty first aid training who can be called upon where circumstances warrant, to render first aid assistance. This inventory should include, but is not limited to, the employee designated as First Aid Attendant under the Workers’ Compensation Act Regulations.
3. If a student becomes ill at school, follow these guidelines:
  - 3.1 Contact the parent/guardian
  - 3.2 Place the student in a suitable area (a medical room, if available) that is regularly supervised by the principal or designate.
  - 3.3 If the student is unable to resume normal activity within a reasonable time, contact the parent/guardian (or doctor, if a parent/guardian cannot be reached).
  - 3.4 Keep a record of actions taken.
  - 3.5 If it is decided that the student should not remain in school, follow these guidelines:
    - 3.5.1 Immediately contact the parent or guardian, or the designated emergency contact person.
    - 3.5.2 If a parent or guardian or the designated emergency contact person cannot be reached, consider calling emergency for ‘transport’ instructions. The emergency first aid designate should determine if the student should
      - remain at school until the parent is reached
      - be transported to the hospital by private vehicle

- be transported to the hospital by ambulance
- 3.5.3 If an emergency situation develops, immediately summon an ambulance and inform the parent or guardian or the designated emergency contact person.
- 3.5.4 Keep a record of all actions taken.
- 3.6 Internal medication should not be given to any student, except as set out in [AP 328, Administration of Medication to Students](#).
- 3.7 A permanent record book should be used to enter actions taken when a student becomes ill. The record should be kept in the school office so that it is readily accessible to the teaching staff.
- 3.8 The student's Medical Planning Form, which must be kept up-to-date and retained in the school office, should be consulted. The form contains information relating to any pre-existing medical condition, such as allergies, diabetic condition, epilepsy, heart condition, etc.
- 3.9 An ill student or any student should not be sent home unaccompanied or without knowledge of reasonable supervision.
4. When a student is injured at school or while under school supervision, the following guidelines will apply:
- 4.1 The school employee or parent supervisor (if qualified) having the duty of care, should, if necessary, administer basic first aid treatment.
- 4.2 Every student injury shall be referred for assessment to one of the first aid-certified individuals whose name appears on the posted list.
- 4.3 The parent/guardian shall immediately be contacted in order that he/she may participate in any decision respecting a course of action or treatment for the student.
- 4.4 the principal or designate, together with the parent/guardian (if available) should then make a decision based on an assessment of the seriousness of the injury either to:
- call an ambulance
  - call a doctor
  - take the student to a hospital
  - place a student in a suitable area that is regularly supervised by the principal or designate
  - return the student to normal activity
- 4.4.1 The principal or designate must complete an [Incident Report form](#) as soon as possible.
- 4.5 If the injury is serious, the principal or designate should immediately inform the Superintendent of Schools or the Secretary-Treasurer.
- 4.6 An injured student should not be sent home unaccompanied or without knowledge of reasonable supervision.
5. When the services of an ambulance are required, the principal or designate will follow these steps:

- 5.1 summon the ambulance and provide the ambulance attendant with the “Ambulance Information” form
- 5.2 contact the parent or guardian or designated emergency contact person
- 5.3 complete [the Incident Report form](#) and submit it immediately to the Secretary-Treasurer.

Appendix [AP326-1 Ambulance Information Form](#)

References [AP 327 – Medical Alert Conditions](#)  
[AP 328 – Administration of Medication to Students](#)  
[AP 330 – Allergic Shock \(Anaphylaxis\)](#)  
Child Abuse Protocol – [Emergency Standard Operating Procedures](#)  
Child Protection Services - [Emergency Standard Operating Procedures](#)

Last Revised: May 2013

## AP326-1 Ambulance Information Form

Surname: \_\_\_\_\_

Given Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_

Postal Address: \_\_\_\_\_

City: \_\_\_\_\_ Prov: \_\_\_\_\_ Postal Code \_\_\_\_\_

Parent/Guardian - Home Phone # \_\_\_\_\_ Work # \_\_\_\_\_

Emergency Contact - Name \_\_\_\_\_ Phone # \_\_\_\_\_

Medical Services Plan # \_\_\_\_\_

Family Doctor \_\_\_\_\_ Phone # \_\_\_\_\_

Medical Specialist (if applicable) \_\_\_\_\_ Phone # \_\_\_\_\_

Birthdate: Year \_\_\_\_\_ Month \_\_\_\_\_ Day \_\_\_\_\_

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ Sex: M or F

**Medications** (give details of regular and emergency medications taken)

**Allergies:**

**Relevant past medical history** (recent surgeries, conditions, etc.)

## AP 327 – Medical Alert Conditions

### Background

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The District recognizes that there are students with potentially life threatening conditions who may require emergency care while at school. This procedure addresses the identification of students with medical alert conditions and delineates responsibilities of school district staff, parents, and health providers in providing a safe school environment for these students.

### Procedures

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1. The safety, health and well-being of students is a joint responsibility of parents, school personnel, and students. It is expected that school personnel will work with parent/student/family physician, Nursing Support Services, Medical Health Officer or designate to develop a comprehensive plan to address the needs of each identified medical alert condition student.
2. Examples of medical alert conditions include:
  - Diabetes
  - Epilepsy
  - Anaphylaxis and/or history of severe allergic response - detailed procedures can be found in [AP 330 – Allergic Shock \(Anaphylaxis\)](#).
  - Severe Asthma - immediate medical treatment required
  - Blood clotting disorders such as hemophilia that require immediate medical care in the event of injury
  - Serious heart conditions
3. Roles and Responsibilities
  - 3.1 The parents/guardians have the primary responsibility for:
    - Communicating information about serious medical conditions of their child to the school
    - Completing the [AP 327-1 Medical Alert Planning Form](#) and/or [AP 328-1 Request for Administration of Medication at School](#)
    - Assuring that the prescribed medication, etc. is available to the school as required by Abbotsford School District protocols and reviewing the information annually
    - Providing the necessary equipment where it is recommended that students carry emergency supplies i.e.: Asthma – inhaler, Diabetes – dextrose candies, Anaphylaxis – adrenaline injection kit
    - Informing the school of any changes taking place in the health of the student
    - Removing all medication at the end of each school year and re-delivering it for the following year.

3.2 The principal and the school staff have the responsibility for:

- Ensuring the safety and well-being of students during school hours and during after-school activities organized by the school, by alerting staff involved with the student to have appropriate training as related to the Medical Alert Planning Form
- Collecting information from parents/guardians of medical alert condition students by requesting they fill in [AP 327-1 Medical Alert Planning Form](#) and/or [AP 328-1 Request for Administration of Medication at School](#)
- Informing parents of any changes in the classroom environment that may create a health concern of a Medical Alert student.
- Preparing appropriate information for any teachers-on-call who work with Medical Alert students under his/her authority
- Providing a safe and appropriate storage area for medication at school or on field trips
- Informing ALL parents when the environment of the school is changed by actions of district employees such as when pesticides are sprayed, weeds sprayed, or major school repairs such a painting, roofing, tarring, redoing carpets, or when any substances with strong fumes are used
- Providing a safe and supportive environment for medical alert condition students so they can participate in activities leading toward the goals of schooling.
- Returning all medication to parents at the end of each school year

4. Should an emergency occur, [AP 326 – Student Illness or Injury at School](#) and [AP 328 – Administration of Medication to Students](#) shall apply.

Appendix: [AP 327-1 Medical Alert Planning Form](#)

Last Revised: May 2013

### AP 327-1 Medical Alert Planning Form



School Year \_\_\_\_\_ School Attended: \_\_\_\_\_

#### INFORMATION AND PLAN WHILE IN THE CARE OF THE SCHOOL

Student Name: \_\_\_\_\_ Birthdate: (Y/M/D) \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Bus. Phone: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

Potential life threatening medical condition diagnosed as: \_\_\_\_\_

1. New Condition:  Yes  No Date condition identified: \_\_\_\_\_

2. Describe the potential problem: \_\_\_\_\_

#### PLAN WHILE IN THE CARE OF THE SCHOOL

The information for the school plan must be updated annually and/or when the child's condition or medication changes. The plan is updated by the student's parent/guardian in consultation with the family physician, and reviewed as needed with the appropriate school staff.

◆ Symptoms to watch for are: \_\_\_\_\_

◆ Precautions in the classroom are: \_\_\_\_\_

◆ Emergency Plan school staff need to follow (step by step):

\_\_\_\_\_  
\_\_\_\_\_

Medication Needed:  Yes  No Name of Medication: \_\_\_\_\_

If Yes "Request for Administration of Medication at School" form must be filled out and provided to the school.

*Note: Medical Alert training is recommended annually/biannually to school personnel.*

*INFORMATION REVIEW by parent/guardian (minimum annually)*

\_\_\_\_\_  
Date

Parent/Guardian

\_\_\_\_\_  
Date

Physician

## AP 328 – Administration of Medication to Students

### Background

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The purpose of this procedure is to provide guidelines for adults administering medication to students at school.

### Procedures

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1. The administration of medication in the school environment shall only occur where no other options are available, and where the school has received complete information from the parent/guardian about the medication. The principal, or designate, is responsible for the administration of medication to students.

2. Annual Communication with Parents / Guardians

The following message will be communicated to the parents/guardians at the beginning of each school year in the first regular newsletter. Inclusion in student agendas or planners is encouraged.

*“Re: Administration of Medication to Students at School*

*We are trying to maintain a uniform, safe, and efficient way of dispensing medication at school. If your child requires medication at school and you have not filled out the required form “[Request for Administration of Medication at School](#)”, please contact your principal and request a form. Please have the form completed by your doctor, sign it yourself and return it to the school as soon as possible. This procedure complies with District Procedures regarding medication to be taken at school. This form refers to medication taken on a regular or emergency basis. If there are any questions, please contact the school.”*

3. Requirements for Schools

- 3.1 This procedure only applies for students who require adult support for the administration of medication at school.

- 3.2 Students who are diagnosed ‘at-risk’ anaphylactic or anaphylactic must also refer to [AP 330 – Allergic Shock \(Anaphylaxis\)](#)

- 3.3 The principal will arrange with the parent to have the [AP 328-1 Request for Administration of Medication at School](#) completed by the parent/guardian **and** physician.

- 3.4 The principal will arrange a meeting involving the parent/guardian and all school personnel who may be called upon to administer the medication. A written procedure for administering and recording medication taken should be agreed upon at the meeting and distributed to the parents/guardian and to the school.

- 3.5 If training is required, the parent/guardian and principal will arrange to have it done. The Learning Support Services Helping Teacher for each school will be able to inform of the nurse or other agency to contact for assistance.



4. Storage and Logging of Administration of Medication

- 4.1 If the school is required to store medication on school premises, the parent/guardian shall be informed that he/she is responsible for delivering the medication to the school in a properly labeled prescription container and for replacing medication that has reached its “expiry date”. The school must keep the medication in a locked cupboard in a place inaccessible to students and will inform parents when the expiry date is approaching.
- 4.2 A log shall be kept in the school stating the name of the student, the date and time of usage of the medication, circumstances surrounding its administration, and any other pertinent information. Each log entry is to be signed by the person administering the medication.

5. Additional Requirements

- 5.1 Parents are responsible to teach their child(ren) about the importance of their medication and the symptom(s) of their condition that may require treatment.
- 5.2 Parents/guardians shall provide a medical alert bracelet to be worn by the student at all times.

Appendix [AP 328-1 Request for Administration of Medication at School](#)

References [AP 326 – Student Illness or Injury at School](#)  
[AP 327 – Medical Alert Conditions](#)  
[AP 330 – Allergic Shock \(Anaphylaxis\)](#)

Last Revised: May 2013

## AP 328-1 Request for Administration of Medication at School

A. (STUDENT NAME) \_\_\_\_\_  
Surname Given Name

photo

B. TO BE COMPLETED BY PRESCRIBING PHYSICIAN (Condition(s), which make medication necessary)

Name of Medication	Dosage	Directions for Use
1.		
2.		
3.		
4.		

(Additional comments – possible reactions, consequences of missing medication, etc.)

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

C. TO BE COMPLETED BY PARENT OR LEGAL GUARDIAN

I request the school to give medications as prescribed on this form to my child whose name is recorded below

I will notify the school promptly of any changes in medications ordered

\_\_\_\_\_  
Name of Child

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Date

D. Each School Staff Member who is responsible for the administration or supervising of the medication must review the information on this form, then date and sign below.

Date	Signature	Comments

## AP 329 – Head Lice (Pediculosis)

### Background

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The purpose of this procedure is to ensure that students in the Abbotsford School District who contract head lice (pediculosis) receive prompt and effective treatment.

### Procedures

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At the start of each school year, appropriate health-related information on pediculosis should be provided to all elementary school students.

1. The following guidelines will apply to cases of pediculosis:
  - 1.1 The teacher or para-professional will immediately report any suspected cases of pediculosis to the principal.
  - 1.2 Upon receiving a report, the principal will take steps to verify the suspected case.
  - 1.3 Students who have contracted pediculosis may not be permitted to re-enter school until a compliance slip (see [AP 329-1 Parent Checklist for Head Lice](#)) is received by the principal. The compliance slip will indicate that the student has received one treatment followed by a combing, and agreement that the student will receive a second treatment in seven days.
  - 1.4 Any student who has a re-occurrence of pediculosis must also be inspected by the principal or designate and verified to be nit-free before being permitted to return to school.

Appendix [AP 329-1 Parent Checklist for Head Lice](#)

References [http://www.fraserhealth.ca/your\\_health/school\\_health/head\\_lice](http://www.fraserhealth.ca/your_health/school_health/head_lice)

<http://www.healthlinkbc.ca/healthfiles/hfile06.stm>

Last Revised: May 2013

### ***AP 329-1 Parent Checklist for Head Lice***

Child's Name: \_\_\_\_\_

1. Check all family members
2. Treat affected family members with special lice shampoo or conditioner.
3. Remove ALL nits from hair with nit comb or fingernails – a vinegar and water rinse will help loosen the nits from the hair shaft.
4. Soak all combs / brushes in bleach solution or put in freezer for 24 hours.
5. Wash all bedding and towels and hats in hot water with bleach.
6. Put blankets in a hot dryer for 20 minutes or the freezer for 24 hours.
7. Vacuum the mattress, carpets and upholstery.
8. Return this checklist to your child's teacher when your child returns to school nit free.
9. Repeat treatment of all affected family members with special lice shampoo in one week's time.

\*\* Remind your child not to share hats, scarves, etc., or to play with other children's hair.

I hereby certify that I have completed #1-8 above and will complete #9 within seven days.

\_\_\_\_\_  
Parent (Guardian) signature

\_\_\_\_\_  
Date

## AP 330 – Allergic Shock (Anaphylaxis)

### Background

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The Abbotsford School District recognizes that there are students with diagnosed anaphylaxis and at-risk anaphylaxis. These students require planned care and support on and off school grounds and during school events (e.g. field trips, sporting events).

### Procedures

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#### 1. Definitions

1.1 Anaphylaxis is a sudden and severe allergic reaction, which can be fatal, requiring immediate medical emergency measures be taken.

1.1.1 Symptoms - Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs, as well as the severity and intensity of symptoms, can vary from person to person and sometimes from attack to attack in the same person. ([Canadian Society of Allergy and Clinical Immunology, Anaphylaxis in Schools and Other Settings](#), pp. 6-7).

1.2 At-Risk Anaphylaxis is a condition that is diagnosed and/or stipulated by a Physician and communicated in writing by the Physician to the principal of the school that the student attends.

1.2.1 Symptoms - An anaphylactic reaction can involve any of the following symptoms, which may appear alone or in any combination, regardless of the triggering allergen:

- Skin: hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing): wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal (stomach): nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps in females

1.2.2 The most dangerous symptoms of an allergic reaction involve (both of these symptoms may lead to death if untreated):

- Breathing difficulties caused by swelling of the airways; and
- A drop in blood pressure indicated by dizziness, lightheadedness or feeling faint/weak.

2. All students have the right to access public education.
3. Students at risk of anaphylaxis have a right to a safe, healthy, learning environment.
4. Some students suffer from life-threatening allergic reactions and the district expects that school administrators, teachers and support staff be informed and aware of the threat of allergic shock. They should know measures to reasonably avoid the allergens for affected students and be able to respond to an allergic reaction emergency.
5. Schools can be expected to create an allergy aware environment but it is unrealistic to expect an allergen free environment, however, schools should be aware of the needs of students with at-risk anaphylaxis and diagnosed anaphylaxis.
6. Responsibility
  - 6.1 Parents/guardians of students are responsible for informing the school about their student's potential risk for anaphylaxis and for ensuring the provision of ongoing health support services.
  - 6.2 The safety, health and well-being of students is a shared responsibility among parents/guardians, students, the health care community, school employees and the Abbotsford School District.
  - 6.3 School principals have overall responsibility for student safety in school, including:
    - Implementation of anaphylaxis safety plans in accordance with the requirements of the Abbotsford School District procedures.
    - Ensuring that all school-based staff are trained by Nursing Support Services on how to respond to an anaphylaxis emergency.
7. Duty to Assist
  - 7.1 Every employee has a duty to render assistance to a student in an emergency situation to the extent that is reasonable for a person(s) without medical training.
8. Prevention
  - 8.1 The Board of Education will minimize the risk of anaphylaxis due to allergens, without depriving the at-risk student of normal peer relations or placing unreasonable restrictions on other students.

9. Information and Awareness - In order for school personnel to effectively respond to life-threatening allergic shock reactions the following guidelines are recommended. The principal shall communicate to all school community members (students, parents, teachers, volunteers, etc.) the district's protocol regarding Anaphylaxis.
  - 9.1 Record Keeping, Monitoring and Reporting - The school principal has the responsibility for keeping an accurate record for each student at risk of life threatening allergies. The record shall include the student's Anaphylaxis Emergency Plan.
  - 9.2 The Principal shall:
    - Ensure that identified anaphylactic students have an 'Anaphylaxis Emergency Plan'.
    - Ensure all forms are up to date, placed in an appropriate location for all staff to access, and that medication(s) have not expired.
    - Record information relating to the specific allergy(s) for each identified anaphylactic student to form part of the student's permanent student record.
    - Report annually all anaphylactic incidents, in aggregate form, to the Board.
  - 9.3 The school district shall report to the Ministry of Education annually, with respect to the anaphylaxis protocols and implementation.
  - 9.4 Parents and/or Guardians shall:
    - Upon registration, identify children with anaphylaxis to the school principal.
    - Complete the 'Anaphylaxis Emergency Plan' form.
    - Identify allergens that trigger reaction.
    - Describe the treatment protocol signed by a physician.
    - Provide an adequate and current supply of auto-injectors (or other medications) as per the Emergency Plan.
    - Update the child's condition whenever there is a significant change related to the child.
    - Authorize permission for the posting and sharing of the child's photographs and medical information normally contained in the medical alert form.
    - Provide a medical alert bracelet to be worn by the student at all times.  
(For those with financial need, [Medic Alert](#)® may provide financial assistance to obtain their products.
  - 9.5 School Staff - The principal shall ensure that:
    - All staff is alerted and the student is identified to the staff.
    - All staff is alerted to administrative protocols and emergency response protocol on managing anaphylaxis.
    - Completed '[Anaphylaxis Emergency Plan](#)' forms are placed in key locations (i.e. School office, P.E. office, etc.)
    - Parents are included in the decision to post information.
    - All staff should know the location of the auto-injectors.

### 9.6 Sharing Information with Parents and Parent Organizations

- Principals should inform parents of the presence of a student with life threatening allergies in their child's classroom and/or school and the measures being taken to protect the student.
- Parents should be asked to cooperate and avoid including the allergen in school lunches and snacks.
- Parents may be informed of alternative foods to the allergen, food labeling, ingredient lists to be provided when food is being brought from home.

### 10. Avoidance and Awareness of Allergens in the School Setting - The following recommendations should be considered in the context of the anaphylactic student's age and maturity:

- As a student matures they should be expected to take increasing personal responsibility for avoidance of their specific allergens.
- The balance to be achieved in allergen avoidance is to find ways to minimize the risk of exposure without depriving the anaphylactic student of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school.
- It is understood that schools and classrooms will exercise discretion in adapting to the needs of individual students and the allergens which trigger reactions.

#### 10.1 Ideas for Providing Allergen-Aware Areas - While it is impossible to eliminate all potential allergens from the school environment, it is expected that the principal will develop realistic strategies with parents and staff to create an allergen-aware environment to minimize risk for all members of the school community.

- Where the classroom is used as a lunch room, establish it as an allergen aware area, using a cooperative approach with students and parents. Discourage the sharing of food, utensils and containers.
- Develop strategies for monitoring allergen-aware areas including safe eating areas. Such strategies may include hand and surface washing routines.
- Identify high-risk areas for anaphylactic students.
- Sources of contamination may exist outside designated eating areas within the school. The anaphylactic child, the child's teacher and the child's parent should also consider possible sources of allergens such as:
  - Curricular materials such as: play-dough, stuffed toys, science projects, and other manipulatives possibly contaminated in normal use.
  - Foods or beverages brought to school for seasonal events including traditional Canadian holidays, celebrations and/or multi-cultural events.
  - School equipment, including computer keyboards, musical instruments, locks/lockers, and trash containers.

#### 10.2 Field Trips Ideas - In addition to the usual school safety precautions applying to field trips, the following procedures should be in place to protect the anaphylactic child:

- Require all supervisors, staff and parents be aware of the identity of the anaphylactic child, the allergens, symptoms and treatment.
- Ensure that the auto-injector is brought on the field trip by the supervisor.



## 11. Training

### 11.1 The Principal will, on an annual basis:

- Ensure that all school-based staff who are reasonably expected to have supervisory responsibility are provided an orientation/in-service on anaphylaxis, including, but not limited to, administrators, clerks, teachers, teacher assistants, noon hour supervisors, bus drivers and volunteers.
- Ensure that all school-based staff is trained on how to respond to an anaphylaxis emergency.
- Ensure that training on anaphylaxis is completed through Nursing Support Services and includes, but is not be limited to, the following:
  - i. An overview of the emergency plan(s), including emergency protocols to deal with an anaphylaxis episode, and the use of epinephrine auto-injector.
  - ii. Information on which students in the school have been diagnosed with anaphylaxis.
    - Signs, symptoms and information about the potential sources of specified allergens including visible and hidden food sources of allergens such as processed foods.
    - An overview of avoidance strategies concerning anaphylaxis, emergency protocols, and the use of an epinephrine auto-injector
- Ensure that any and all staff, including teachers, teacher assistants, school clerical staff and bus drivers who have a student diagnosed with anaphylaxis, receive specific information and training concerning the student. This training should include information, and wherever possible, the participation from the parent and child.
- Ensure the training noted above, has been completed prior to September 15th of each school year. An additional training session could be provided in January of that school year.

## 12. Emergency Response Protocol

12.1 A separate emergency plan should be developed for each anaphylactic child in collaboration with Nursing Support Services. It is the parent's responsibility to provide the 'Anaphylaxis Emergency Plan' form [AP 330-1 Anaphylaxis Emergency Plan](#), signed by the family physician, to the school principal on the first day of school or upon the date of registration. The plan is to be signed by the parent and physician (child should sign when age appropriate).

## 13. Emergency Plans

13.1 The 'Anaphylaxis Emergency Plan' form shall be updated annually or as required.

13.2 The Plan shall be communicated to the relevant teachers and support staff, volunteers and classmates.

Appendix [AP 330-1 Anaphylaxis Emergency Plan](#)

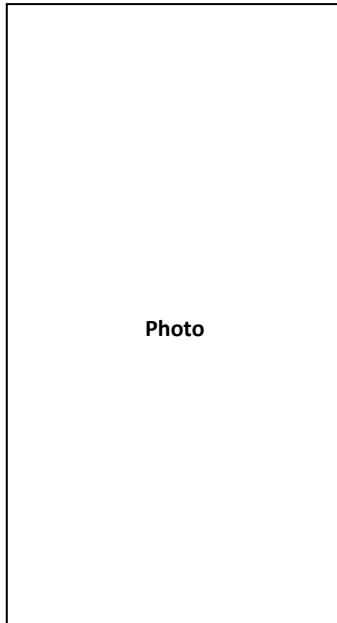
- References
- [AP 326 – Student Illness or Injury at School](#)
  - [AP 327 – Medical Alert Conditions](#)
  - [AP 328 – Administration of Medication to Students](#)  
[www.bced.gov.bc.ca/health/tools.htm](http://www.bced.gov.bc.ca/health/tools.htm)
  - [Allergy Safe Communities](#)
  - [Anaphylaxis – A Handbook for School Boards](#)
  - [Anaphylaxis Protection Order – Ministerial Order 232/07](#)
  - [BC Anaphylactic and Child Safety Framework 2007](#)
  - [BC Ministry of Education Core Anaphylaxis Resources](#)
  - [Severe Food Allergies in Children – Ministry of Health](#)

Last Revised: May 2013

## AP 330-1 Anaphylaxis Emergency Plan

\_\_\_\_\_  
(Student Name)

This Person has a potentially life-threatening allergy (anaphylaxis) to:



Check the appropriate box(es):

Peanut

Tree Nuts

Egg

Milk

Insect Sting

Medication: \_\_\_\_\_

Latex

Other: \_\_\_\_\_

**Food:** The key to preventing an anaphylactic emergency is absolute avoidance of the allergen. People with food allergies should not share food or eat unmarked/bulk foods or products with a 'may contain' warning.

**Epinephrine Auto-Injector:** Expiry Date \_\_\_\_\_

**Dosage:**  EpiPen® Jr 0.15 mg  EpiPen® 0.30 mg

**Location of Auto-Injector(s):** \_\_\_\_\_  
(or student will carry his/her own medication)

**Asthmatic:** Person is at greater risk. If person is having a reaction and has difficulty breathing, give epinephrine auto-injector before asthma medication.

**A person having an anaphylactic reaction might have ANY of these signs and symptoms:**

- **Skin:** hives, swelling, itching, warmth, redness, rash.
- **Respiratory (breathing):** wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing.
- **Gastrointestinal (stomach):** nausea, pain/cramps, vomiting, diarrhea.
- **Cardiovascular (heart):** pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock.
- **Other:** anxiety, feeling of 'impending doom', headache.

**Early recognition of symptoms and immediate treatment could save a person's life.**

Act quickly. The first signs of a reaction can be mild, but symptoms can get worse very quickly.

1. **Give epinephrine auto-injector** (e.g. EpiPen® or Twinject™) at the first sign of a reaction occurring in conjunction with a known or suspected contact with allergen. Give a second dose in 10 to 15 minutes or sooner **IF** the reaction continues or worsens.
2. **Call 911.** Tell them someone is having a life-threatening allergic reaction. Ask them to send an ambulance immediately.
3. **Go to the nearest hospital,** even if symptoms are mild or have stopped. Stay in the hospital for an appropriate period of observation, generally 4 hours, but at the discretion of the ER physician. The reaction could return.
4. **Call contact person.** (see info on following page)

**Emergency Contact Information:**

Name	Relationship	Home Phone	Work Phone	Cell Phone

The undersigned patient, parent or guardian authorizes any adult to administer epinephrine to the above-named person in the event of an anaphylactic reaction as described above. This protocol has been recommended by the patient’s physician, and has been reviewed with the patient/child and the parent/guardian.

---

Patient/Parent/Guardian Signature

Date

Physician Signature

Date

## AP 331 – Drugs and Controlled Substance Abuse

### Background

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The purpose of this procedure is to outline a comprehensive strategy to prevent the use of controlled substances including all prohibited drugs and alcohol by students in the Abbotsford School District. All students have a right to attend school in an environment conducive to learning in safe, caring and orderly schools.

### Procedures

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1. The principal of a school is responsible for ensuring that the Board’s policy statement on drugs will be communicated to students and parents at the beginning of each school year.
2. The principal of a school is responsible for ensuring that students and parents are advised that lockers may be subject to searches at any time, including searches using drug detection dogs, to ensure compliance with the school district policy on drugs and in the safety interests of students or staff. Students and parents must be advised that students are not obliged to obtain a school locker, but that if a student obtains a school locker, they do so on the condition that it may be subject to random searches and that it is to be used only for authorized purposes. This policy will also be outlined in each student’s handbook. See Appendix [AP 331-1: Rules Regarding Student Lockers: Conditions of Use](#).
3. A student who is under the influence of, or using drugs, or who is promoting, selling or distributing such a substance during school hours or at a school-sponsored event, will be disciplined in accordance with the District’s disciplinary policy.
4. In addition to the imposition of discipline, the school district may, depending upon the circumstances of the case, report to the police the circumstances of any use, possession, sale or distribution of drugs.
5. A principal or vice-principal may conduct or authorize a search of a student, personal property or locker in accordance with the procedures set out in this procedure or [AP 332, “Search and Seizure”](#).
  - 5.1 The following are examples of what may constitute reasonable grounds in this context:
    - information believed to be credible received from a student
    - a teacher’s or administrator’s observation
    - any combination of sources of information (including drug detection dogs in respect to lockers used by students) that the principal or vice-principal considers to be credible.
  - 5.2 Where the principal, vice-principal or designate intends to conduct a search of a student, the following guidelines will be observed:
    - the reason and purpose of the search or interview will be clearly stated to the student(s);

- the search will be conducted in a private area in a respectful manner which recognizes the right to be treated fairly. The use of threats is not permitted.
- searches will be conducted in the presence of a second adult; and
- a reasonable attempt will be made to contact the parent(s) and/or legal guardian(s) prior to the search.

## 6. Consequences

6.1 First Drug Offence - Students found in the possession of or under the influence of drugs the first time, will normally be suspended for up to 5 days during which a Level 2 Suspension (Principal's Board of Review) will take place.

6.1.1 During that time the student will:

- be assigned a case manager who will ensure that the educational assignment is complete, and
- complete an impact statement which outlines the effect of their actions on self, school and family.
- the student will be encouraged to successfully complete an intervention program. (e.g. Abbotsford Restorative Justice, Impact or Abbotsford Addictions Services).

6.1.2 Students who are found distributing or selling drugs the first time, will normally be suspended for an indefinite period of time and referred to a Level 3 Suspension (District Board of Review). During this suspension it is expected that the schools will continue to provide an educational program.

6.1.3 The student will be encouraged to successfully complete an intervention program. (e.g. Abbotsford Restorative Justice, Impact or Abbotsford Addictions Services).

6.2 Second Drug Offence - Students found in possession of or under the influence of drugs a second time, will normally be suspended for an indefinite period of time and referred to a Level 3 Suspension (District Board of Review).

6.2.1 During this suspension it is expected that the case manager will ensure the student is able to continue his/her educational program. The student will normally be placed in another school after completion of the suspension.

6.2.2 The normal conditions for re-admission are:

- evidence that the student can succeed in a school environment without further abuse of drugs, such as proof of enrollment in an approved intervention program
- completion of all assigned work
- completion of an impact statement
- school-based contract by the receiving school.

6.3 Third Drug Offence - Students who are found in possession of or under the influence of drugs a third time, will normally be suspended for an indefinite period of time and referred back to the Assistant Superintendent who convened the initial Level 3 Board of Review.

6.3.1 In accordance with the [School Act](#), the Board may:

- place students under 16 in a home study program for a specified period of time

- refuse “to offer an education program” to those students who are 16 years of age or older
7. An effective drug prevention strategy encompasses three aspects: prevention, intervention and rehabilitation.
- 7.1 Prevention - 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.
  - 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-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 internalized and institutionalized.
- 7.1.1 The asset building approach recognizes that many behaviors of young people are shaped by powerful factors within the family, peer group, school and community. The asset building approach works to minimize those factors that increase the risk of harmful behaviours (risk factors), and builds on those factors that help to protect young people from harmful behaviours by either reducing impact of the risks or by changing the way they respond to the risks (protective factors).
- 7.1.1.1 Risk factors that the school can help address include:
- early and persistent antisocial behaviour
  - academic failure in elementary school
  - lack of commitment to school
  - friends involved in a problem behaviour
  - favourable attitudes toward the problem behaviour
  - early involvement in the problem behaviour
- 7.1.1.2 Protective factors the school can help promote include:
- positive bonds to home, school and community
  - clear standards for behaviours and strong norms against drug use
  - problem solving and interpersonal skills
  - meaningful involvement in caring activities, such as service to others
  - a sense of purpose and a positive view of personal future
  - extra-curricular programs and activities
- 7.1.2 All district schools will implement prevention education programming. District staff will ensure schools follow the prescribed curriculum. The recommended approaches at each level include:

- Lions Quest Skills for Growing                      Grades K-5
- BC Tobacco Facts Heart Smart Kids                      Grades K-3
- BC Tobacco Facts    Grades 4-6
- Lions Quest Skills for Adolescence                      Grades 6-8
- BC Tobacco Facts    Grades 4-6, 7-8
- Lions Quest Skills for Action                              Grades 9-10
- BC Tobacco Facts    Grades 9-10

## 7.2 Intervention

- 7.2.1 Students violating this procedure shall be subject to discipline in accordance with the established School Code of Conduct and with relevant district regulations.
- 7.2.2 Drug detection dogs from an accredited organization may be used to detect illegal substances or dangerous objects in lockers used by students where the school administrators or their designates consider such action to be in the interests of student safety or the maintenance of a safe school environment.
- 7.2.3 The principal, vice-principal or a Board-approved designate may conduct random locker searches to ensure compliance with school board policy regarding drugs.
- 7.2.4 Drug detection dogs from an accredited organization may also be used in other areas on school premises (including parking lots) and on unattended property found on school premises, but only in circumstances where school administrators or their designates have a reasonable suspicion that the search will result in the detection of illegal substances or dangerous objects.

## 7.3 Rehabilitation

- 7.3.1 The Abbotsford School District will work in concert with other agencies to endeavor to bring the students who have contravened this policy back into a healthy and constructive relationship with their school and the school community. Organizations such as Abbotsford Restorative Justice, Impact, and other community-approved agencies, etc., may be called upon to assist us in helping redirect, support, and counsel students with drug and associated problem behaviours. The goal is for these students to change their ways for the sake of their personal well-being, the overall health of the school community, and to facilitate and support students in returning safely to school with a view for them to continue and complete their education.

Appendix      [AP 331-1 Rules Regarding Student Lockers: Conditions of Use](#)

References    [AP 520 – Video Surveillance in Schools](#)  
[AP 332 – Search and Seizure](#)  
[AP 333 – Student Suspensions](#)  
 Board Policy 15 ‘Student Code of Conduct’

Last Revised: May 2013



## ***AP 331-1 Rules Regarding Student Lockers: Conditions of Use***

Most schools in the Abbotsford School District have lockers available for student use. Students are not required to have a locker assigned to them; lockers will only be assigned to students who complete this form. Lockers remain the property of Abbotsford School District. By applying for a locker the student agrees that **LOCKERS MAY BE SUBJECTED TO RANDOM SEARCHES BY SCHOOL DISTRICT STAFF, AND THAT THE SCHOOL DISTRICT MAY USE TRAINED DOGS TO SWEEP LOCKER AREAS FOR DRUGS.**

I \_\_\_\_\_, student, understand that this locker is assigned to me for use during the school year on the following conditions:

1. I am responsible for the locker that is assigned to me. No one else may use this locker. If I have been assigned to share this locker then only I and the other student to whom it has been assigned may use it.
2. I agree to use only an approved lock on this locker. I will register the combination of the lock at the office. I will not divulge my combination to anyone else.
3. I will only use the locker for purposes relating to school and my attendance at school. I understand that I may use the locker to store books, school supplies and equipment, clothing, school sports equipment, lunches and necessary personal items. I understand that nothing else is permitted in my locker unless the principal or vice-principal has permitted it in writing.
4. No controlled substances, weapons or prohibited or offensive material may be placed in the locker.
5. I understand and agree that School officials may search student lockers at any time and without prior notice in order to ensure compliance with the conditions of use and other school policies and rules, and that Searches by school officials may include the use of trained dogs to detect the presence of drugs or prohibited materials in student lockers.
6. I understand that my permission to use the locker may be terminated if I do not comply with the conditions of use, school policies or rules.
7. I understand that it is the responsibility of all members of the school community to keep our schools safe. If I have reason to believe that any locker contains anything that would threaten the safety of other students, staff or any other person, I agree to immediately report the information to a teacher or administrator. I understand that the School District will keep my name confidential unless required by law to disclose it.
8. I agree to keep the locker clean and to remove foodstuffs on a regular basis.
9. I understand that I am responsible for cleaning and removing all material from my locker at the end of the year or when I leave the school.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

### **Parent's/legal guardian's acknowledgement and agreement**

I \_\_\_\_\_ am the parent or legal guardian of \_\_\_\_\_ (the "student"). I agree to the terms and conditions of use set out in this document, and agree that the student may have a locker subject to these terms and conditions.

\_\_\_\_\_  
Parent/Legal Guardian

\_\_\_\_\_  
Date

## AP 332 – Search and Seizure

### Background

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The purpose of this procedure is to protect students in the Abbotsford School District from harm and maintain the safety of our schools. This procedure provides guidelines for searches or inspections of students, their lockers and their possessions, and for seizing illegal substances or dangerous objects. Procedures for the use of drug detection dogs is also outlined.

### Procedures

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#### 1. General Procedures

- 1.2 Where the principal, vice-principal or designate has reasonable grounds to believe a school rule has been or is being violated and that a search will produce evidence of that violation and the principal, vice-principal or designate intends to conduct a search of a student or their possessions.
- 1.3 The following are examples of what may constitute reasonable grounds in this context:
  - information believed to be credible received from a student
  - a teacher's or administrator's observation
  - any combination of sources of information (including drug detection dogs in respect to lockers used by students) that the principal or vice-principal considers to be credible.
- 1.4 The following guidelines will be observed:
  - the reason and purpose of the search will be clearly stated to the student(s);
  - the search will be conducted in a private area in a respectful manner which recognizes the right to be treated fairly. The use of threats is not permitted;
  - searches will be conducted in the presence of a second adult;
  - where reasonably possible a search will be conducted by a person of the same gender as the student;
  - school officials should not physically search students. Rather, students should be requested to provide any concealed articles on their person, or in their personal property; and
  - a reasonable attempt will be made to contact the parent(s) and/or legal guardian(s) prior to the search.

#### 2. Procedures for Use of Drug Detection Dogs

- 2.1 Drug detection dogs may be used to inspect lockers used by students, for the maintenance of a safe school environment.

- 2.2 Drug detection dogs may only be used to inspect other areas of the school premises, including parking lots and unattended property found on school premises, where there is a reasonable suspicion that illegal substances or dangerous objects are present. Drug detection dogs may not be used on a random basis or in the absence of such reasonable grounds.
  - 2.3 Inspections by drug detection dogs will be conducted by trained personnel and will be conducted in such a way as to minimize interaction with students. Inspections will be conducted during class times or outside school hours. The area in which the dog will be present will be blocked off by a staff member, classroom doors will be closed, and only personnel associated with the inspection will be allowed in the area while the dog or dogs are present.
  - 2.4 Lockers or property indicated by the drug dog will be noted and opened at a later time by the principal or vice-principal. To protect student confidentiality, videotape recordings will be made during the sweep and stored, viewed, and handled in the same way as surveillance videotapes (Reference [AP 520 – Video Surveillance in Schools](#)).
3. Miscellaneous
    - 3.1 Illegal substances found during a search must be turned over to the police.
    - 3.2 Generally, dangerous objects seized should be turned over to the police. However, administrators may use discretion when it is clear that an object was not brought to the school for harmful purposes (for example, a pocket knife). In these cases, the item should be confiscated and the parent notified that the object may be picked up from the school.

Appendix      [AP 332-1 Guidelines for Locker Sweeps](#)

References      [AP 320 – Possession of Weapons or Explosives](#)  
                      [AP 331 – Drugs and Controlled Substance Abuse](#)  
                      [AP 333 – Student Suspensions](#)

Last Revised: May 2013

## ***AP 332-1 Guidelines for Locker Sweeps***

The purpose of these guidelines is to ensure that locker sweeps are completed in an orderly fashion and that school level procedures adhere to District Procedure [AP 331](#) (Drugs and Controlled Substances), [AP 332](#), (Search and Seizure). Locker sweeps may be completed once per semester at each middle and secondary school in the district. Individual principals may also request a locker sweep over and above this schedule.

### **Background**

Drug sweeps using drug detection dogs are to be limited to lockers. The use of drug detection dogs in respect to any other areas of school premises or unattended property found on school premises requires a reasonable suspicion that illegal substances or dangerous objects are actually present.

At the beginning of each school year the Assistant Superintendent will create a master schedule outlining the dates that each school will be visited during the year. The scheduled locker sweeps will be based on each school's calendar (bell times, special events, non-instructional days, assemblies etc.). More visits may be scheduled as the particular circumstances warrant.

1. Locker sweeps will be scheduled in both morning and afternoon periods, and will be completed in approximately one hour. The principal or vice-principal must accompany each dog team for the duration of the locker sweeps.
2. In general, more locker sweeps will be conducted at secondary schools than middle schools. Because of the difficulty of securing the school site after hours, it is unlikely that locker sweeps will be conducted after school. Locker sweeps will not be conducted in elementary schools.
3. In order to complete the locker sweeps in the allotted time, two members of the secondary school administrative team must make themselves available to accompany the dog team(s).
4. The information related to this procedure [AP 331-1 Rules Regarding Student Lockers: Conditions of Use](#) must be included in student agenda books. All students and parents must sign the locker use agreement in order to be issued a locker. Principals should also send a notice home to all parents at the beginning of the year reminding them of the policy and the impending locker sweep(s).
5. If prior to the arrival of the security company any media personnel arrive at the school to videotape the event or interview staff, please cancel the scheduled locker sweep, and then make immediate contact with the Superintendent or your Assistant Superintendent. Should media personnel arrive during a locker sweep the principal is required to direct them to the office of the Superintendent (as per Procedure [AP 301](#) Access to Students and/or the Distribution of Information or Materials).
6. The principal must make arrangements to video tape the locker sweep. Principals are asked to electronically store this video evidence in a secure location for a minimum of one year.

### **Preparing for the Locker Sweep**

1. The security company will contact the principal one hour before arriving at the school. The security company will be given a copy of each school's bell times, but it is the principal's responsibility to coordinate with the security company to arrive just prior to the end of a scheduled block. This will allow the dog teams to commence the locker sweep at the beginning of the subsequent block, and not disrupt instruction.
2. Once the dog team has arrived, the principal must make a formal announcement to all staff and students in the building. The announcement should be concise but clear and directive:

*Attention all students and staff. In keeping with our commitment to make our school a safe place to learn, we will be commencing a locker sweep using drug dogs shortly. Will everyone please go to a classroom and remain there until the dog(s) has(ve) left the building. If any student needs to leave their room while this is occurring, please see your teacher. We will advise you as soon as it is completed. Thank you for your cooperation.*

3. It is the principal's responsibility to ensure that the halls are cleared of students and parents, and that the security company staff is escorted into the school. Neither the security staff nor the drug dogs should make any contact with students or other staff. It is advisable that the school entrance be secured to monitor unexpected visitors.

### **During the Locker Sweep**

1. Once the hallways are cleared of students, the locker sweep will begin. The dogs will walk with their handlers and an administrator alongside each locker. When the dog makes a positive alert he/she will sit, paw at the locker, or bark. The administrator should then record the number of this locker. It may be more efficient to simply bring along a number of extra locks, and each time a locker is identified the lock can be exchanged for a new one so that students cannot remove its contents in the interim. It is important that the locker not be searched at this time.
2. The principal should secure only those lockers that were positively identified by the dog. Lockers adjacent to an identified locker should not be opened.
3. While the security company will make every attempt to complete the locker sweep within the hour, it may be necessary to hold students in class to permit the dog team to properly complete the locker sweep.
4. If for emergency reasons students are required to enter the halls, the principal is required to inform the security company so that they may temporarily remove the dogs from the building and allow students to pass unimpeded.
5. Once the locker sweep is completed, the principal will escort the security company staff and dog off the school premises.

6. At this point, the principal will make an announcement, thanking the students and staff for their cooperation, and giving them permission to re-enter the hallways.

### **After the Locker Sweep**

1. The principal is responsible for examining the contents of all positively identified lockers within a reasonable time (Reference [AP 332 – Search and Seizure](#)). Lockers should be searched in the presence of a second adult.
2. If no illegal substances are found in the locker, the principal will use his/her judgment to determine if further action is warranted with a student and his/her parents.
3. If an illegal substance is found, reasonable attempts must be made to contact the parent(s)/guardian(s) prior to interviewing the student(s). Principals/vice-principals must exercise due care in interviewing students(s). It is important to take careful notes of all student interviews.

## AP 333 – Student Suspensions

### Background

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The purpose of this procedure is to set out expectations for student behavior and to outline the process by which students are suspended from school attendance, as well as the conditions and process for re-admittance, or for refusal to continue to offer an educational program to a student.

This procedure applies in all cases in which a student is prohibited from attendance at school for violating the Student Code of Conduct (Board Policy 15) and/or the School Rules/School Code of Conduct. The basis for suspension, re-admittance or refusal to continue to offer an educational program to students will be conducted in accordance with Sections 6, 26 and 85 of the [School Act](#), the applicable portions of which are quoted in this procedure.

### Procedures

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The legislative authority for and procedures pertaining to this procedure are guided by the [School Act](#), Section 85 (2) that authorizes a board:

- (a) to determine local policy for the effective and efficient operation of schools in the school district;
  - (b) to subject to the orders of the minister, approve educational resource materials and other supplies and services for use by students;
  - (c) to make rules
    - (i) establishing a code of conduct for students attending educational programs operated by or on behalf of the board,
    - (ii) respecting suspension of students and the provision of educational programs for suspended students,
    - (iii) respecting attendance of students in educational programs provided by the board, . . .
  - (d) to suspend students, in accordance with the rules under paragraph (c) (ii), so long as the board continues to make available to those students an educational program; . . . .
- (3) Despite any other provision of this Act, a board may refuse to offer an educational program to a student 16 years of age or older if that student
- (a) has refused to comply with the code of conduct, other rules and policies referred to in section 6, or
  - (b) has failed to apply himself or herself to his or her studies.

## 1. Suspensions

- 1.1 When there is a concern that a student is violating the Student Code of Conduct and/or established School Rules/School Code of Conduct, such that suspension is a likely consequence, the school's principal or vice-principal will:
  - Make personal contact with the parent(s)/guardian(s) through a telephone call and/or a meeting.
  - Inform the parent(s)/guardian(s) of the concern in a warning letter.
- 1.2 This does not preclude the immediate suspension of a student when a serious breach of the Code of Conduct or School Rules/School Code of Conduct warrants this action. When this type of suspension occurs, contact with the parent(s)/guardian(s) will be made as soon as possible and a letter of suspension will follow.
- 1.3 A principal/vice-principal can suspend a student from attendance at a school for violation of the Student Code of Conduct, as established by the School District and/or the School Rules/School Code of Conduct, as established by the school. All suspensions greater than five (5) days will be reported to the Superintendent of Schools, or designate.
- 1.4 Notification to Parent(s)/Guardian(s)
  - 1.4.1 It will be the responsibility of the suspending principal/vice-principal to contact the parent(s)/guardian(s), as soon as possible, by telephone and later by letter, of a suspension. When a parent(s)/guardian(s) is not immediately available, reasonable effort must be made to inform the parent(s)/guardian(s) as soon as possible. If the parent(s)/guardian(s) or emergency contact person cannot be contacted, the student will be kept at school until the end of the regular school day.

## 2. Provisions of an Educational Program during Suspension

- 2.1 The school will be responsible for ensuring that the student will continue to receive an educational program. During a suspension the school will inform the parents(s)/guardian(s):
  - that a home-study package will be arranged by the school.
  - when the home-study package is ready and arrangements will be made for the parent(s)/guardian(s) to pick up the package.
  - of the procedure for the completed work to be brought to the school for marking and for new work to be picked up.

## 3. Types of Suspensions

- 3.1 Level 1 - Up to 5 days
  - 3.1.1 A Level 1 suspension is assigned by a principal/vice-principal as a consequence for any type of misconduct. The suspension may be served in-school or out of school (at home). The suspension is resolved by the parent(s)/ guardian(s), student and administrator.



- 3.2 Level 2 - Up to 5 Days
- 3.2.1 A Level 2 suspension is assigned by a principal/vice-principal as a consequence for repeated misconduct or for a serious incident. (e.g. fighting, drugs, alcohol, etc.). The student is suspended out of school with the loss of all privileges. The suspension is resolved at a formal procedure called an Internal Suspension Review (In-House Board of Review) with the parent(s)/guardian(s), student, principal/vice-principal, and counselor/teacher (when appropriate). (Refer to Appendix AP 333-7 for additional information.)
- 3.3 Level 3 - 6 Days or More
- 3.3.1 A Level 3 suspension is assigned by a principal/vice-principal as a consequence of serious misconduct (e.g. drug dealing, weapons, bomb threats, etc.) which threatens the safety and security of the school and those within it, or assigned when a previous suspension(s) has not changed the student's behaviour pattern over time. The suspension is resolved at a formal District Board of Review, normally held at the school district office and is convened by a representative of the Board of Education, normally an Assistant Superintendent or designate, and is attended by parent(s)/guardian(s), student(s) and an advocate or other person(s) as deemed appropriate.
4. District Board of Review
- 4.1 The Board of Review hearing is mandatory for any student suspended from school for six (6) days or more.
- 4.2 The Board of Review is a decision-making body, empowered by the Board of Education. The Board of Review decides:
- the date of return to school by a student,
  - the school to be attended, and
  - the conditions under which the return will take place.
- Note: When students are under sixteen (16) years of age, other arrangements will be made for them to continue their education.
- The Board of Review may decide to refuse to continue an educational program for students who are 16 years of age and older. This decision is subject to appeal under section 11 of the [School Act](#)
- 4.3 Following the Board of Review hearing, its Chair will inform the school and parent(s)/guardian(s) in writing, of the final decision. The letter will include the student's date of return to school, the school to be attended, the conditions under which the student will return to school or other arrangements for a student under sixteen (16) years of age to continue his/her education.
- 4.4 The parent(s)/guardian(s) will be informed of their right to appeal the decision of the District Board of Review to the Board of Education under Abbotsford School District Appeal Procedure Bylaw No. 18, 2008. (Refer to Board Policy 14 'Appeals Process' for further information).

## 5. Re-Entry

- 5.1 When appropriate, there will be a re-entry meeting held at the school to discuss the student's future educational plans. In preparation for this meeting the student will be required to submit a letter indicating a commitment to comply with the Student Code of Conduct/School Rules/School Code of Conduct, admission of wrong-doing, appropriate apology and statement of short- and long-range plans, as appropriate. This letter must be acceptable to the school principal/vice-principal.
- 5.2 When it is deemed that a change of school would be in the best interest of the student, it will be the responsibility of the appropriate Assistant Superintendent or designate to arrange the transfer.

## 6. Refusal to Continue to Offer an Educational Program

- 6.1 The Board delegates authority to the Superintendent or designate under Section 85 (3) of the [School Act](#) to decide to refuse to continue to offer an educational program to a student 16 years of age or older.

## 7. District Board of Review Process

- 7.1 The District Board of Review will be held as expeditiously as possible following a suspension.
- 7.2 The District Board of Review will be chaired by an Assistant Superintendent or designate.
- 7.3 The parent(s)/guardian(s) will be informed of the purpose of the Board of Review hearing and will be given reasonable notice of the date and time of the Board of Review hearing. The parent(s)/guardian(s) will be expected to attend the Board of Review hearing, which will usually be held at the School Board Office. The suspended student will also be expected to attend the District Board of Review hearing.

## 8. Reconsideration of a Suspension

- 8.1 A reconsideration of a suspension of up to five school days should first be made to the principal of the school. If the reconsideration is not satisfactorily resolved, please refer to Board Policy 14, Appeals Process, for further information.

## 9. Appeal of a Board of Review Decision

- 9.1 A decision of the Board of Review can be appealed in accordance with the provisions of the Abbotsford School District Appeal Procedure Bylaw No. 18, 2008 (Board Policy 14).
- 9.2 During the appeal process the student will not return to the school until the appeal has been determined by the Board of Education, except where there has been a term-limited suspension, in which case the student will return to school at the conclusion of the term of suspension.
- 9.3 During the appeal process, the student will be able to continue his/her studies. In such cases, the school will inform the parents(s)/guardians(s):

- that a home-study package will be arranged by the school.
- when the home-study package is ready and arrangements will be made for the parent/guardian to pick up the package.
- of the procedure for the completed work to be brought to the school for marking and for new work to be picked up.

#### 10. Reporting to the Board

- 10.1 The Superintendent will provide an annual report of all student suspensions to the Board of Education and principals.

References     Board Policy 15 'Student Code of Conduct'  
                    Board Policy 14 'Appeals Process'  
                    Principal's Guide to Student Suspensions

Last Revised: May 2013

## AP 334 – Social Media – Students and Parents

### Background

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The purpose of this procedure is to provide guidance for students and the parent community when participating in online social media activities.

### Procedures

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1. Terms of Reference
  - 1.1 Social media includes but is not limited to: social networks, digital citizenship, digital footprint, social bookmarking, internet, email, smartphones, devices, blogging, tweeting, wikis, podcasts, video casts, video, audio, media, social bookmarking, texting, postings through apps using mobile devices using iOS or Android operating systems and also including current top examples: Facebook, Twitter, YouTube, Vimeo, Edmodo, Google Drive, Google+, Hangout, Skype, Texting, Facetime, X-box, PlayStation, and Minecraft.
2. Students
  - 2.1 Student online behaviour should reflect the Abbotsford School District values of respect, trust, integrity, communication, and teamwork at all times.
  - 2.2 Any use of social media must observe the terms or contract agreement of the online resource. A disclaimer/permission slip is required and must be signed by parents/guardians.
  - 2.3 Students must consider the potential consequences of what they post online. What students contribute leaves a digital footprint for all to see. Students should only post what they would want friends, peers, parents, teachers, or a future employer to see.
  - 2.4 School related online activities are an extension of the classroom and subject to all school and district expectations. What is inappropriate in the classroom is also inappropriate online.
  - 2.5 Students must be safe online. Students should never give out personal information, including, but not limited to, last names, birth dates, phone numbers, addresses and pictures. Students should not share their password(s).
  - 2.6 Linking to other websites to support a student's thoughts and ideas is recommended; however students must be sure to read the entire article prior to linking, to ensure that all information is appropriate in a school setting.

- 2.7 Students must do their own work. They must not use intellectual property without permission. It is a violation of copyright law to copy and paste other's thoughts. When paraphrasing another's idea(s), the sources must be cited.
  - 2.8 Pictures are protected under copyright laws. Students must verify that they have permission to use an image.
  - 2.9 Students must not intentionally misrepresent themselves or use someone else's identity.
  - 2.10 Students must report any content or behaviour that is not suitable in the school environment.
  - 2.11 Students who do not abide by these terms and conditions may face disciplinary action.
3. Parents
- 3.1 Classroom blogs and other social media are powerful tools that open up communication between students, parents, and teachers. The Abbotsford School District encourages parents to view and participate, and comment on classroom projects when appropriate.
  - 3.2 Parents are encouraged to allow their children to participate fully in all activities that involve teacher-monitored online learning environments. At times the completion and return of a release form will be required.
  - 3.3 Parents are encouraged to read and/or participate in social media projects.
  - 3.4 As partners in education, parents are encouraged to model appropriate online behaviour and monitor social media use at home.
  - 3.5 Parents participating in school-related activities must adhere to school district guidelines with regard to posting student photos and personal information.
  - 3.6 Parents should not distribute any personal information about other students participating in the social media project.
  - 3.7 Parents are encouraged to engage in collaborative opportunities to provide feedback to schools, the school district and the Ministry of Education.

Appendix [AP 334-1 Parental Consent Form for Social Media Sites](#)  
[AP 334-2 Parental Consent Form for Office 365](#)  
[AP 334-3 Guidelines for the Use of Office 365](#)

Last revised: August 2013

## ***AP 334-1 Parental Consent Form for Social Media Sites***

Abbotsford School District acknowledges the importance of teachers, students and parents collaborating and learning in digital environments. However, it is also important that students, staff and parents use such tools in a safe and ethical manner. (See Administrative Procedure 337: Social Media – Students and Parents).

Teachers may use a variety of social media sites with students, but are required by law to secure parental permission if such sites store information on networks outside of Canada. Students are encouraged to participate in such class activities, but are not required to use accounts on servers located outside of this country. Teachers will therefore provide a list of all non-Canadian services in the bottom section of this form, so that parents may consent for their child to participate in these social media activities.

Personal information will be collected by the School District for the above noted purposes under the authority of Section 26 (c) of the [Freedom of Information and Protection of Privacy Act](#) (FOIPPA). While stored outside the country, information in your child’s account may be subject to the laws of foreign jurisdictions, such as the United States. If you have any questions about this collection, please contact your child’s teacher directly.

### **Consent**

I understand that my child’s information will be disclosed, stored and accessed from outside of Canada, and specifically in the United States, for the social media sites listed below. This consent will be considered valid from the date on which it is signed until the end of the school year. I also hereby acknowledge that I have read and understood the district’s social media policy ([AP 334](#)), as well as the policies related to information and communication services ([AP 417](#)).

### **List of Social Media Services Accessed During Classroom Activities**

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Name of student or, if applicable, parent or guardian: \_\_\_\_\_

Signature of student or, if applicable, parent or guardian:

Date Signed: (MM/DD/YYYY) \_\_\_\_\_

## ***AP 334-2 Parental Consent Form for Office 365***

Abbotsford School District provides students in Grades 4 – 12 with a district email account as well as 25 gigabytes of online file storage space for school files. Students will have their own secure login and password to access their email and files. Personal information will be collected by the School District for the above noted purposes under the authority of s. 26 (c) of the [Freedom of Information and Protection of Privacy Act](#) (FOIPPA). If you have any questions about this collection, please contact the school principal.

Student names and the school they attend will be available to Microsoft Office 365 for Education who will store this account information on secured servers located outside of Canada. No personal addresses or phone numbers will be released. Privacy legislation requires that we obtain your consent before providing an account to your child. While stored outside the country, information in your child's Office 365 account may be subject to the laws of foreign jurisdictions, such as the United States.

### **Consent**

I understand that my child's information in the Office 365 account will be disclosed, stored and accessed from outside of Canada, specifically the United States, for the purposes outlined above. This consent will be considered valid from the date on which it is signed until the student named below is no longer a student within the Abbotsford School District. I also hereby acknowledge that I have read and understood the School District's Policy on the Use of Office 365 as well as the Information and Communication Services [Administrative Procedure 417](#) and the [Social Media AP 334](#).

Name of student or, if applicable, parent or guardian:

Signature of student or, if applicable, parent or guardian:

Date Signed: (MM/DD/YYYY)

This form must be returned, signed and dated, to the student's school in order for a District Office 365 account to be activated for the student named below. (Attach label)

Student's First Name: \_\_\_\_\_ Student's Last Name: \_\_\_\_\_

Student's School: \_\_\_\_\_ Grade: \_\_\_\_\_ Course, Pod or Division: \_\_\_\_\_

### ***AP 334-3 Guidelines for the Use of Office 365***

The district provides resources to students to facilitate a successful educational experience. Office 365 is provided as an educational resource for students and teachers from grades 4 – 12. Its purpose is to promote collaboration, to provide email and software services (Word, Excel, PowerPoint, and Outlook) and online storage for school related files.

The use of Office 365 is governed under district guidelines for Information and Communication Services (AP 417) and the Social Media Guidelines (AP334). School and district codes of conduct are to be followed in both online and face to face environments. Usage of Office 365 may vary between schools according to the instructional programs provided and specific requirements of school communities reflected in their code of conduct. Collaboration in all environments must be respectful and reflect the values of the school district. Email is provided for educational and school-based activities. Faculty and staff must be aware that information sent to a student's email address will be stored outside of Canada and must not include personal (private) information.

#### **Terms and Conditions**

1. Users are expected to respect all guidelines for privacy and confidentiality from the "[Freedom of Information and Protection of Privacy Act](#)" to ensure that personal information is not compromised in public areas.
2. Email accounts are provided for educational purposes. The Board respects the privacy of Information and Communication Services (ICS) users' email. However, use of the ICS, including Office 365 access, is not private and may be tracked or archived. Use of the ICS, including Office 365, by any individual may be monitored or reviewed by the Superintendent (or designate) without prior notice if there are reasonable grounds.
3. In accordance with the provincial "[Freedom of Information and Protection of Privacy Act](#)" the Board will not intentionally inspect the contents of users' email, or disclose the content to anyone other than the sender, or intended recipient, without the consent of the sender or intended recipient, unless required to do so by law or the policies of the Board.
4. District IT staff will only access email for purposes of resolving technical issues with email accounts at the request of the user.
5. Guidelines related to the use of appropriate language and respect for copyright must be followed.
6. Transmitting or posting threatening, abusive, illegal, commercial or political materials as defined by [AP 417 "Information and Communication Services"](#) is prohibited.
7. Users should not reveal their passwords or personal information such as addresses, phone numbers or ages of themselves, other students or employees when using Office 365.
8. A signed consent form is required before the school district can activate Office 365 accounts. Access to Office 365 is on the Internet using a web browser and available at home and at school. These guidelines apply regardless of location from which the services are accessed.

Indicate agreement to the terms and conditions listed above for use of Office 365 accounts by signing below.



## AP 335 – Student Photographers

### Background

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The purpose of this procedure is to provide guidelines for selecting and administering contracts with private companies to take photographs of students on school premises in the Abbotsford School District. This section covers bid specifications and procedures for taking student photographs.

### Procedures

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1. The Secretary-Treasurer or designate will contract with commercial studios to take photos of students at all schools. The Secretary-Treasurer or designate will, in consultation with school principals, invite, receive, and award bids according to an adopted calendar, specifications, and purchasing procedures.
2. Bid Specifications
  - 2.1 Minimum specifications for pictures, which will be established prior to tendering, may include:
    - photo size
    - head size
    - type of paper
    - background
    - number of poses
    - guaranteed cost of pictures to students
    - delivery date
    - services provided to yearbooks and schools, including the taking of group and individual photographs
    - past performance
  - 2.2 Bids may be received and awarded for elementary, middle and secondary schools, or any combination of the three levels. Bids will not be invited or awarded for individual schools.
3. Photo Procedures at School
  - 3.1 The principal of each school will determine the procedure for taking school pictures. The principal will notify parents:
    - of the purpose and procedure in advance of the date for taking pictures
    - that they are free to purchase or not purchase the photo packages
    - of the successful bid price
    - that a copy of the student photo may be used in school yearbooks
  - 3.2 All student photographs must be taken on school premises.

3.3 The principal of each school will establish clearly defined procedures and responsibilities for collecting money for pictures to ensure both understanding and accountability.

3.4 To assure quality and uniformity, the principal may insist that only those pictures taken by the successful contract bidder be accepted for inclusion in the yearbook.

Last Revised: May 2013

## Section 400 – Personnel and Employee Relations

## AP 401 – Social Media - Employees

### Background

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This procedure has been developed to provide employees with guidelines to understand the impact of social media and its appropriate use in order to ensure best practices and to mitigate both the school district's and employee's exposure to risk. (see also [AP 417 – Information and Communication Services](#))

### Procedures

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1. Terms of Reference
  - 1.1 Social media includes but is not limited to: social networks, digital citizenship, digital footprint, social bookmarking, internet, email, smartphones, devices, blogging, tweeting, wikis, podcasts, video casts, video, audio, media, social bookmarking, texting, postings through apps using mobile devices using iOS or Android operating systems and also including current top examples: Facebook, Twitter, YouTube, Vimeo, Edmodo, Google Drive, Google+, Hangout, Skype, Texting, Facetime, X-box, PlayStation, and Minecraft.
2. Any use of social media related to work or school that involves students and/or Abbotsford School District employees must be of a professional rather than a personal nature and adhere to professional codes of conduct. Online activities must not interfere with the performance of an employee's duties.
3. Use of social networking websites and services must adhere to the *British Columbia [Freedom of Information and Protection of Privacy Act](#)* (FOIPPA) and the guidelines for teachers from the BC Ministry of Education Teacher Regulation Branch (TRB), particularly where issues related to personal information are concerned.

*Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the [education system](#) in BC and the law as it related to their duties.*
4. Employees are responsible for ensuring that any use of social media with students complies with the social media terms of service agreement.
5. Personal information should be kept to a minimum and a disclaimer/permission slip must be signed by parents/guardians.

6. Anything posted in an official capacity will be perceived to be representative of the Abbotsford School District. All employees are encouraged to model an appropriate online presence and to exercise good judgment to ensure that postings do not reflect negatively on the employee's professional reputation or that of the school district. Employees should not speak on behalf of the district or use district logos on private social media sites unless specifically authorized to do so.
7. Employee online behaviour should reflect the Abbotsford School District values of respect, trust, integrity, communication, and teamwork. Social media is an extension of the workplace. What is inappropriate in the workplace is also inappropriate online including criticizing students, employees or the school district.
8. Abbotsford School District employees are personally responsible for the content they publish online.
9. Employees should monitor contributions to any site they create, administer or moderate.
10. Any use of social media that involves students must be focused on teaching and learning and not be linked to personal sites.
11. School district tools are to be used for online communication with students and parents. Content must be formal, courteous and respectful and relevant to school related matters. Should employees wish to create other sites and/or use other online forums for communicating with students, they must obtain approval from the principal.
12. Abbotsford School District employees must not 'friend' students to their personal social media sites.
13. Employees must respect and model copyright and fair use guidelines. A hyperlink citation to outside sources is required. Employees must not plagiarize and must also give credit where it is due. When using a hyperlink, employees must be sure that the content of the linked site is appropriate and adheres to district and provincial standards.
14. Employees should ask friends not to tag them in any photos or videos without their permission and remove anything that is not appropriate to the employee's role in the school district. Videos or pictures of workplace events should not be posted without permission.
15. Employees who do not follow these terms and conditions may face disciplinary action.

Last revised: August 2013

## AP 402 – Professional Development - Teachers

### Background

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The purpose of this procedure is to encourage teachers in the Abbotsford School District to maintain and update their professional qualifications. This section covers credit and non-credit courses.

### Procedures

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1. Definitions
  - 1.1 Professional development is defined as any activity or event at which teachers can:
    - Update their professional knowledge or expertise
    - Stay informed of developments in teaching skills and strategies
    - Receive information on changes in education philosophies and practices
2. The Board contributes to a credit/non-credit fund, which will be administered by a Joint Committee established by the Superintendent. This fund will help determine legitimate teacher expenditures incurred in maintaining and upgrading professional qualifications. It is not designed to cover all expenses.
3. Administration of Credit/Non-Credit Course Funds
  - 3.1 a Joint Committee consisting of three members appointed by the Superintendent and three members of the Abbotsford District Teachers' Association will allocate the funds as determined by the collective agreement.
  - 3.2 Assistance will be given to teachers attending credit and non-credit courses in areas that will provide a direct benefit to student learning and upgrade their professional qualifications. A 'course' must be at least 15 hours in duration to qualify for funding.
  - 3.3 Application for funds will be made directly to the Abbotsford District Teachers' Association upon completion of the course. Receipts and documentation must accompany all applications.
  - 3.4 For the purposes of this procedure, the year begins July 1st and ends June 30th.
  - 3.5 Teachers will be given one-half of their tuition for any course to a maximum amount per person, which will be determined annually by the Joint Committee.
  - 3.6 Any unused funds will be distributed on a pro-rated basis to teachers granted funds for credit or non-credit courses, through a formula to be determined. Any surplus funds remaining at the end of the year will be carried forward into the following year.

Last revised May 2013

## AP 403 – Professional Development – Support Staff

### Background

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The purpose of this procedure is to encourage Support Staff in the Abbotsford School District to maintain and update their professional qualifications.

### Procedures

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1. Definitions
  - 1.1 Professional development may be broadly defined as any activity or event at which support staff can:
    - Update their professional knowledge and/or expertise
    - Enhance skills necessary to interact effectively with internal and external contacts
    - Obtain knowledge and/or skills in areas related to the individual’s personal professional growth
2. Professional development for support staff may be arranged to coincide with scheduled District or Provincial Professional Development Days.
3. It is expected that all principals/vice-principals, managers and supervisors strongly encourage all support staff employees to participate in professional development activities approved by the respective principal/vice-principal, manager or supervisor.
4. Professional Development – General
  - 4.1 Employees are encouraged to
    - Participate collaboratively in professional development programs and activities offered by the District
    - Develop and/or maintain a high standard of effectiveness in their work
    - Keep pace with changes in content, philosophy, methodology and techniques involved in their work
    - Develop and/or use materials, processes and/or curricula which will enhance the employee’s skills and abilities in performing the duties of his/her position.
5. District-Wide Professional Development Days
  - 5.1 Professional development days are paid work days for all Regular and School-Term employees. Employees are expected to participate in workshops organized/approved by the District on the designated Professional Development days except where alternate arrangements have been approved by the respective principal/vice-principal, manager, supervisor.

Last revised      May 2013



## AP 404 – Operations Management (exempt) Staff

### Background

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The purpose of this procedure is to recognize the Operations Management (exempt) staff group of the Abbotsford School District as those employees not included in the support staff and teaching certifications recognized by the Labour Code of British Columbia.

### Procedures

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This section provides guidelines for changing the salaries, benefits, and conditions applicable to exempt staff.

1. Proposed changes to the salaries, benefits, and conditions of exempt staff must be presented in writing by the Secretary-Treasurer, for the approval of the Board of Education prior to implementation, and are subject to the regulations of the BC Public School Employers' Association (BCPSEA) and Public Sector Employers' Council (PSEC).
2. Job descriptions have been established for all operations management staff positions. New job descriptions and those changing materially in content require prior Board approval.

Last revised: May 2013

## AP 405 – Protection of Employees

### Background

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The purpose of this policy is to protect all employees of the Abbotsford School District from physical or psychological abuse while employed. This section sets out liability for protecting employees who are harmed or threatened with harm.

### Procedures

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1. Employees who are threatened with harm must notify their principal or supervisor immediately, and steps must be taken at once to protect the employee's safety. The following guidelines will apply:
  - 1.1 The Board of Education will protect its employees through a comprehensive liability insurance program.
  - 1.2 The Board will hold harmless and defend any school district employee from claims for damages caused or alleged to have been caused in whole or in part by that employee while performing assigned duties. The provisions of the district's liability policy will apply, whether or not that person is employed by the district at the time the claim is made.
  - 1.3 The district will not be obligated to assume any costs or judgments held against the employee when damages are determined by a court of law to be caused by the employee's willful negligence, violation of law, or criminal act.

Last Revised: May 2013

## AP 406 – Employee Conflict of Interest

### Background

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The purpose of this procedure is to assist in preventing both real and perceived conflict of interest situations from arising for employees of the school district.

### Procedures

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Subject to an employee's rights under a collective agreement, legislation or statutory regulation, Abbotsford School District employees are expected to conduct themselves and their affairs in a professional manner that will preclude, directly or indirectly, any conflict of interest situations from arising.

1. A conflict of interest is considered to include, but is not limited to the following:
  - 1.1 a situation where an employee is under obligation to any person or organization who might benefit from, or seek to gain special consideration or favour from the school district.
  - 1.2 a situation where an employee either directly or indirectly, demand or accept a gift, favour or service from an individual or organization which may compromise or be perceived to compromise impartial decision-making.
  - 1.3 a situation where an employee falsely acts in a manner that appears to be an official act of the district, or gain an advantage that is derived from his/her position as an employee of the school district.
  - 1.4 a situation where an employee receives remuneration or favor relating to the sale or use of materials or work produced on school district time. The District will retain all rights to such works produced by employees but would consider revenue sharing with an employee where appropriate (eg: development of intellectual property).
  - 1.5 a situation where an employee uses school district premises, materials and/or equipment for external business purposes, or for any other purpose which might compromise the interests of an employee or the school district.
  - 1.6 a situation where an employee receives remuneration from another organization for services that have been performed in whole or in part on school district time. An employee who has been asked, and wishes to provide a service outside the school district to another organization, must consult with and seek prior approval of the Superintendent. The school district does not consider the receipt of a modest gift, an honorarium under \$200 per day, or the recovery of out-of-pocket expenses as remuneration for workshop participation.

- 1.7 a situation where an employee receives additional fees or compensation for teaching, tutoring, counseling or any other related services provided to a student(s) in their group(s), class(es) or currently under their individual care.
2. Personnel Process(es) - Employees
  - 2.1 Subject to an employee's rights under his/her respective collective agreement, an employee who is in a position to materially affect a term or condition of employment of a relative, business associate or someone in a close personal relationship, must disclose his/her relationship. Disclosure must be made at the start of the personnel process, and again when the final decision is being made.
  - 2.2 An employee should not have a spouse, immediate family member or business associate in a direct reporting relationship.
  - 2.3 An employee should not be involved in any process that could result in a benefit or harm to a relative, business associate, or someone in a close personal relationship.
3. Information and Confidentiality
  - 3.1 Employees have a general duty of loyalty and fidelity to represent the interests of the publicly elected Board of Education.
  - 3.2 Employees shall not divulge information which is not available to the general public.
  - 3.3 Employees with access to confidential information shall maintain confidentiality.
4. Interpretation and Adjudication of the Policy
  - 4.1 An employee should contact their supervisor for advice and assistance in the event that an employee or a member of the public has a question and/or concern regarding
    - 4.1.1 the interpretation of the meaning of any section(s) of this policy, and/or
    - 4.1.2 whether they are personally in a conflict of interest, and/or
    - 4.1.3 whether a member of staff is in a conflict of interest,

Reference Policy 7 – Board Governance and Operations

Last Revised: May 2013

## AP 407 – Employees Seeking Political Office

### Background

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Employees of the Abbotsford School District have the same fundamental civic responsibilities and privileges as any other citizen, including campaigning for an elective public office and holding an elective or appointed public office. The purpose of this procedure is to ensure that these responsibilities and privileges do not conflict with school district employees' job responsibilities.

### Procedures

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1. Employees interested in participating in the political process should prevent conflict of interest, and should assess the time and commitment required. In connection with campaigning, employees will not use school district facilities, equipment, or supplies, and will not use time during the work day to discuss their campaign with anyone (e.g. school personnel, students, parents/guardians).
2. Employees who intend to campaign for an elective public office will notify the Secretary-Treasurer of the office they intend to seek. The employee must decide if they wish to continue active employment during the campaign or apply for a leave of absence. If an employee decides to continue employment, he/she must abide by their respective collective agreements and/or the terms and conditions of employment as set out by the Board.
3. The Secretary-Treasurer will meet with the employee to discuss the candidacy for office and the time required by the duties of the elected office. The Secretary-Treasurer will then make a recommendation to the Superintendent for consideration. If the proposed candidate does not agree with the recommendation, the candidate has the right to appear before the Board.
4. Once approved by the Superintendent in writing, the employee must continue to abide by Board policies, ensure the employee's political activities do not detrimentally affect his/her services to the school district, and comply with the *Elections Act* and any other relevant statutes.
5. An employee elected or appointed to public office who is required to attend meetings during the regular work day may, upon approval of the Superintendent, be given leave of absence without pay for the necessary period, not in excess of five working days in any calendar year.

Reference: [AP 406 – Employee Conflict of Interest](#)

Date Last Revised: May 2013

## AP 408 – Employee Travel

### Background

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Expenditures for travel and expenses must be reasonable and transparent with appropriate accountability and reporting mechanisms. This procedure establishes criteria and processes for the reimbursement of expenses incurred by employees and trustees while performing duties on behalf of the district.

### Procedures

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1. Employees will be reimbursed for reasonable out-of-pocket expenses necessarily incurred on school district business.
2. A schedule of reimbursement rates for meals and mileage will be established and reviewed annually as part of the district's budgeting process.
3. Other than rates, which require Board approval for change, the procedures relating to this policy are the responsibility of the Superintendent or designate.
4. Employees and trustees will complete a monthly travel claim voucher itemizing the travel and expenses being claimed.
5. Travel claim forms must be signed by the claimant and duly authorized by the appropriate principal or budget manager.
6. Where there is no prescribed rate as established in 2 above, detailed supporting documentation will be supplied by the employee or trustee to support their claim.
7. The district's travel regulations apply to all funds administered by the district subject to the following conditions:
  - 7.1 Air Travel – will be reimbursed at an amount not exceeding economy rates by the most direct route, as supported by receipts. Additional fare costs incurred for stopovers that are not related to school district business will not be reimbursed.
  - 7.2 Motor Vehicles – if a private motor vehicle is used on school district business by staff members and others who receive an allowance based on kilometers or otherwise, car owners are advised to check in advance with their own insurance agent to secure an appropriate endorsement to their policy if necessary. Reference AP 409-1 Vehicle Insurance Upgrade to Business – Employees Vehicles.
  - 7.3 When a motor vehicle is used and mileage is claimed, only one person may claim the mileage. Passengers traveling in the automobile may not claim the mileage or the cost of equivalent public transportation.
  - 7.4 Insurance – Expenditures for travel insurance for staff will not be reimbursed.

- 7.5 Lodging – Reimbursement for hotels, motels, and other lodgings will be based on receipts submitted.
- 7.6 Laundry and valet charges will not be reimbursed.
- 7.7 Sundry – Expenditures designated “sundry” will not be reimbursed.
- 7.8 Entertainment – When entertainment expenses are incurred, the amounts and persons entertained must be separately identified on the claim. The expense must be approved by the Secretary-Treasurer.
- 7.9 Receipts – Original receipts or vouchers are required for all items.
- 7.10 Liquor – No reimbursement will be made for liquor purchases.
- 7.11 Exchange – When travel is in the United States, the equivalent American dollars will be reimbursed.

Reference: [AP 411-1 Insurance Upgrade to Business](#)

Last Revised: May 2013

## AP 409 – Use of District Assets

### Background

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The purpose of this procedure is to ensure that Abbotsford School District assets are used only by authorized individuals to deliver educational programs. This section provides guidelines for acquiring, removing, using, and disposing of school district assets, and describes inventory requirements.

### Procedures

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The term “asset” includes all equipment, furnishings, tools, and vehicles that are owned, leased, or rented by the school district.

District assets will only be used to facilitate or support the delivery of educational programs. Assets will not be purchased or used except for this purpose. Assets will be used based on the needs of the district, rather than as convenient for employees.

#### 1. Guidelines

- 1.1 All school district assets will be inventoried when they are acquired and regularly after that, as set out in the procedures below.
- 1.2 Personal use of school district assets by employees, or the lending of assets to any individual, is strictly forbidden.
- 1.3 School district assets are generally controlled by the employee responsible for the facility where the asset is placed, specifically:
  - school buildings – principal in charge
  - facilities and transportation buildings, including materials warehouse – Director of Facilities
  - district administration building – Secretary-Treasurer
  - district media centre – district vice-principal in charge
- 1.4 The employee responsible for the facility where the asset is placed may approve the temporary removal of an asset from the facility only if the asset is to be used for school district work off premises. In these cases, written authorization will be provided by the responsible administrator, as set out above.
- 1.5 The Secretary-Treasurer or Superintendent may, at their discretion, approve the use of school district assets by other public bodies located within district boundaries, subject to the regulations set out in the procedures below.



## 2. Unauthorized Uses of District Assets

2.1 Notwithstanding all other provisions of this procedure, the following are unauthorized uses of district assets:

- any use that could result in damage to the asset
  - use for personal gain or any type of business activity
3. The regular school program and district operations will have first priority in using district assets. Assets must be available for district use during regular working hours. Any asset taken off premises under the provisions set out below must be returned promptly by the individual at an agreed time.
  4. District assets will not be permanently located off district premises. Assets may only be temporarily located off district premises to facilitate or support the delivery of educational programs, and the prior written approval of the Secretary-Treasurer must be obtained.
  5. Personal communication devices (such as cellular telephones and electronic communication systems, including electronic mail and fax) will be acquired only when required by the employer to conduct school district business. These devices or systems will not be used for personal communication (whether incoming or outgoing). If an employee receives or sends personal communication, the employee is required to reimburse the school district for any cost incurred as soon as that cost is reasonably known.
  6. Inventory

Along with the provisions of [AP 508 – Inventory of Assets](#) the following requirements will apply:

- All assets will be recorded into inventory at the time of acquisition.
  - The Board employee responsible for the facility where the asset is placed (as identified in the policy above) will maintain a current inventory listing each asset, model, and serial number (where applicable), and its location in the facility. Inventory records must be made available for inspection if requested by either the Secretary-Treasurer or Superintendent.
  - The Director of Facilities will be responsible for developing and administering a specific procedure for managing the district's inventory of tools used to maintain facilities.
7. Disposal
- Assets must be disposed of as set out in [AP 509 – Disposal of Surplus Equipment](#). District assets may not be given to an employee, donated to charity, or otherwise disposed of outside the provisions of AP 508.

Reference: [AP 508 – Inventory of Assets](#)  
[AP 509 – Disposal of Surplus Equipment](#)

Last Revised: May 2013

## AP 410 – Personal Property on District Premises

### Background

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The purpose of this procedure is to clarify the liability for personal property located in or on school district buildings or grounds.

### Procedures

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1. Any item of personal property (such as equipment, supplies or consumable materials) belonging to an employee, student, or citizen is on school district property entirely at the owner's risk. Individuals are advised to insure any articles of value through personal insurance policies. The Board will not reimburse for any personal loss incurred, except:
  - 1.1 when an employee suffers loss due to vandalism to a personal vehicle while the employee is conducting school district activities, and
  - 1.2 when an employee suffers loss of personally owned professional material brought to the employee's workplace to assist in the execution of the employee's duties.
2. Private Vehicle Damage/Vandalism
  - 2.1 Where an employee's vehicle is damaged/vandalized by a student at a worksite or an approved school function, or as a direct result of the employee being employed by the employer, the following guidelines will apply:
    - 2.1.1 At the time the vehicle is vandalized, the employee must be in attendance at:
      - the place of work
      - a function directly related to the assignment
      - a school district sanctioned activity
    - 2.1.2 The employee must, within seven (7) days of the incident, report the incident to the local police and file a written statement of claim with the Secretary-Treasurer or designate, listing the names of any persons suspected of causing the damage.
    - 2.1.3 Any claim for financial compensation must be accompanied by the police report identification number of the incident, and a receipt covering replacement or repair costs.
    - 2.1.4 Payment will be limited to the lesser of actual vehicle damage repair costs, or the cost of any deductible portion of insurance coverage on that vehicle up to a maximum of \$600.
3. Personally Owned Professional Material
  - 3.1 The employer shall reimburse an employee to a maximum of \$150 for loss, damage or personal insurance deductible to personally owned professional materials brought to the employee's workplace to assist in the execution of the employee's duties, provided that:

- 3.1.1 The loss or damage is not the result of negligence on the part of the employee claiming compensation;
- 3.1.2 The claim for loss or damage exceeds ten (10) dollars;
- 3.1.3 If applicable, a copy of the claim approval from his/her insurance carrier shall be provided to the employer;
- 3.1.4 The appropriate Principal, Vice-Principal or supervisor reports that the loss was sustained while on assignment for the employer.

Appendix: [AP 410-1 Personal Property on District Premises – Claim Form](#)

Last Revised: May 2013

### ***AP 410-1 Personal Property on District Premises – Claim Form***

This form must be received by the Finance department within 7 working days of the incident.

NOTE: Principal must be notified immediately. Loss must have occurred while conducting school district activities.

Name of Employee \_\_\_\_\_ Employee # \_\_\_\_\_

Location of Incident \_\_\_\_\_ Date of Incident \_\_\_\_\_

<input type="checkbox"/>	Teaching Staff	Estimated Cost of Repairs _____
<input type="checkbox"/>	Support Staff	Police File # _____
<input type="checkbox"/>	Other	and/or ICBC Claim # _____
		Insurance Deductible Amount _____

A  Vehicle                      B  Personal Property Loss of professional material

Suspected Cause:

Student Vandalism  
 Hit and Run  
 Other \_\_\_\_\_

**\*\*When repairs are completed, please submit receipts to receive reimbursement\*\***

Details of the Incident: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Employee Signature \_\_\_\_\_

Teaching Staff: I hereby certify that this claim complies with the collective agreement.

I have reviewed the damage to the employee’s vehicle and believe the likely cause was student vandalism

I have reviewed the damage to the employee’s vehicle and believe the likely cause was a hit and run or cause unknown

I agree the loss of personal property was not a result of negligence on the part of the employee, and was sustained while conducting school activities, as per Admin Procedure 410.

Principal/Manager Signature \_\_\_\_\_ Date \_\_\_\_\_

Director of Finance Signature \_\_\_\_\_

## AP 411 – Use of Personal Vehicles for Business

### Background

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Employees who are authorized to use their personal vehicles for school district business will be compensated for said usage. Employees may be required to extend their personal insurance coverage to business coverage.

### Procedures

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1. The Abbotsford School District will comply with the [Insurance Corporation of British Columbia \(ICBC\) Guidelines](#) which state that all employees whose job description requires them to travel must have Business Insurance.
2. The District will maintain an ICBC Special Policy that automatically provides coverage for employees who drive more than 6 days per month, but less than 1600 km per year.
3. In accordance with ICBC guidelines:
  - 3.1 Employees who have insured their vehicles for ‘to and from work’ (Class 002 or 003) may use their vehicle six (6) days per month for ‘business use’, without upgrading to business insurance.
  - 3.2 Employees who have insured their vehicles for ‘pleasure only’ (Class 001) may also use their vehicle six (6) days per month to travel ‘to and from work’ or for ‘business use’, but not both, without upgrading to business insurance.
4. Abbotsford School District employees are eligible to claim for the added cost of business insurance, if they travel more than six (6) days per month on school district business. Any reimbursement will be limited to the difference between what the employee would normally pay for insurance and the upgrade to business.
5. Employees who are required to have business insurance will be reimbursed a portion, or all, of the additional cost based on the following:
  - Application must be made to the Secretary-Treasurer or designate not later than 30 days after the employee secures an insurance premium based on using his/her vehicle for business use.
  - The employee must provide evidence that mileage reimbursement will be greater than 1600 km for the year.
  - The amount of the allowance will be equivalent to the excess cost of the business insurance (difference between business rate and rate for driving to and from work).
  - The Abbotsford School District will not reimburse the premium increase if the employee wishes to increase their PL/PD to more than \$1,000,000, or for secondary drivers with less than ten (10) years’ experience.
  - A maximum of \$200 per annum will be paid.
  - The claim must be certified by an insurance agent, and the amount claimed must be identified separately.

- If the employee leaves the employment of the school district during the year, costs may be recovered on a pro-rated basis.
6. Procedure application form [AP 411-1 Insurance Upgrade to Business](#) must be used to apply for reimbursement of business insurance costs.

Appendix: [AP 411-1 Insurance Upgrade to Business](#)

Last Revised: May 2013



## AP 412 – Occupational Health and Safety

### Background

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This procedure outlines the Occupational Health and Safety Management systems and processes followed by the District.

### Procedures

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1. The Occupational Health and Safety System outlines the roles, responsibilities, structures and processes followed within the Abbotsford School District. The System outlines the following:
  - Roles and Responsibilities
  - Due Diligence
  - Training Requirements
  - Workplace Inspections
  - Supervision
  - Safety Reporting and Documentation
  - Risk Assessment
  - Hazard Control
  - Accident Investigation
  - First Aid and Emergency
  - Chemical Safety
  - Protection of Employees from Violence
  - Employees Working Alone
  - Contractor Safety
  
2. Procedures specific to each area are outlined and updated on a continual basis. Documentation can be found both within each worksite, and online.

Last Revised: May 2013



## AP 413 – Protection of Employees from Violence in the Workplace

### Background

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The purpose of this procedure is to minimize and where possible, eliminate, the risk of injury from violence in the course of employment for all Abbotsford School District employees. This policy sets out responsibility and actions for addressing violence in the workplace.

### Procedures

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1. Definition of Workplace Violence
  - 1.1 For the purpose of this procedure, violence is defined as set out in the [Occupational Health and Safety Regulation](#) which defines “violence” as an attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk of injury.
  - 1.2 Verbal abuse or harassing behaviour is not included in this definition of violence unless it includes threats or behaviour which gives the worker reasonable cause to believe that the worker is at risk of injury.
  - 1.3 This definition and this policy do not include improper activity or behaviour by a worker toward another worker, which is addressed under the [Occupational Health and Safety Regulation](#) sections 4.24 to 4.26 entitled “Workplace Conduct”.
2. Responsibilities
  - 2.1 Identification of Risks
    - 2.1.1 On an annual basis, the Manager Organizational Health & Safety, will conduct a risk assessment which will include consideration of previous risk assessments, the number and nature of incidents of violence over the previous year (including all reported incidents), occupational experience in similar workplaces, and the location and circumstances in which work will take place.
    - 2.1.2 The objective of the risk assessment is to:
      - 2.1.2.1 determine the potential for violence and the nature of incidents of violence,
      - 2.1.2.2 identify procedures and steps to minimize or eliminate identified risks of violence, and
      - 2.1.2.3 identify trends of violence.

- 2.1.3 If an issue related to a specific worksite is identified, a safety plan will be developed by the responsible principal/manager(s) or designate(s). The safety plan will establish procedures, policies and work environment arrangements to minimize or eliminate the risk to workers.
3. District Safety Plan Protocol
    - 3.1 Workers should not jeopardize the health and safety of any person (including self) if there is reasonable cause to believe that responding to a violent situation may create an undue health or safety hazard. When appropriate, workers are expected to retreat to a safe area and summon assistance by calling 911.
    - 3.2 Where there is a concern that a student or any other person may engage in violence, a safety plan must be written. The following steps must be followed:
      - 3.2.1 The principal/manager or designate must ensure that workers are made aware of the responsibility to respond to, and report situations where safety may be threatened as a result of violence.
      - 3.2.2 Workers must promptly report situations of concern and/or incidents of violence to the principal/manager or designate. When an incident of violence occurs, the affected worker must complete the “Safety Incident Report: Violence in the Workplace” form located in the school/facility administration office.
      - 3.2.3 The principal/manager or designate must initiate an investigation immediately following a report of a concern and/or incident of violence.
      - 3.2.4 Following receipt of the Safety Incident Report form and subsequent investigation of the safety incident, the principal/manager may call a meeting. The Workplace Violence Risk Assessment (WVRA) form will be completed. If necessary, a safety plan will be developed. The safety plan will establish procedures, policies and work environment arrangements to minimize or eliminate the risk to workers (refer to the Safety Plans booklet prepared by Learning Support Services).
      - 3.2.5 Where the worker determines that the incident has been addressed satisfactorily, the retention of the yellow copy of the Safety Incident Report form in the school/site Health & Safety binder will be deemed a satisfactory resolution.
        - 3.2.5.1 If the incident is not resolved within a satisfactory time frame or if the principal/manager cannot resolve the issue in consultation with the worker and the site based Health & Safety Committee, the worker may forward the yellow copy of the “Safety Incident Report” form with a detailed letter outlining particulars and send it to the District Occupational Health & Safety Committee, c/o. Human Resources Department, for appeal.

- 3.2.6 The principal/manager will review all safety plans and communicate hazards at regularly scheduled site-based health and safety committee meetings.
  - 3.2.7 A worker will be provided with information related to any risk of violence from a person who has a history of violent behaviour and whom the worker is likely to encounter in the course of work. This includes information about a student if there is a history of violent behaviour.
  - 3.2.8 The Helping Teacher(s) in Learning Support Services will complete the follow-up form from the Safety Plan Folder and forward it to the District Occupational Health & Safety Committee.
4. Collection of Information
    - 4.1 Any personal information that is collected pursuant to this policy is collected under the authority of, and used for the purposes of administering the [School Act](#). All information provided pursuant to this policy will be considered as supplied in confidence. Under certain circumstances, some information may be released subject to the provisions of the [Freedom of Information and Protection of Privacy Act](#). If any person has any questions about the collection and use of this information, please contact the Secretary-Treasurer's Office.

Appendix: Violence in the Workplace Form

<http://hr.sd34.bc.ca/sites/default/files/Violence%20in%20the%20Workplace.pdf>

Reference: [Standard Emergency Operating Procedures Appendix](#)

- Safety Plans
- School Violence and Threat/Risk Assessment

Last Revised: May 2013

## AP 414 – Political Activities and Conduct for Employees

### Background

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The highest standards of conduct among school district personnel, including employees and elected officials, is essential to meeting the requirements of the [School Act](#) and to maintaining and enhancing the public's trust and confidence in public education.

### Procedures

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1. All employees have a duty of loyalty to the school district as their employer. The duty of loyalty requires employees, irrespective of political preferences or affiliations, to serve the school district to the best of their ability. Employees must, in the conduct of their duties, instill confidence and trust, and must not impugn the reputation of the school district.
2. School district employees are free to comment on public issues but must exercise caution to ensure, that by doing so, they do not jeopardize the perception of impartiality in the performance of their duties. For this reason, care should be taken in making comments or entering into public debate regarding school district policies. Employees must not use their position in the school district to lend weight to the public expression of their personal opinions.
3. Employees are free to participate in political activities. Employees (or their affiliates) must not engage in political activities during working hours. Employees' political activities must be clearly separated from activities related to their employment (including the use of organization resources of any kind). Employees are required to obtain prior approval from their supervisor before distributing union or political information to students or parents.
4. Confidential information must not be divulged to anyone other than to authorized persons. Employees are required to obtain prior approval before disclosing any confidential information, and must not use district information of any kind for personal gain or private interest.

Reference: [AP 406 – Employee Conflict of Interest](#)  
[AP 407 – Employees Seeking Political Office](#)  
[AP 417-4 Employee Confidentiality Understanding](#)

Date Last Revised: May 2013

## AP 415 – Crossing Guards

### Background

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The purpose of this procedure is to provide guidelines for adding, changing, or removing paid adult crossing guards to maximize student pedestrian safety.

### Procedures

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1. Where student or parent safety patrols are not provided at schools, these guidelines will be followed to add, change, or remove paid adult crossing guards:
  - 1.1 Paid guards will not be placed at intersections controlled by traffic lights unless directed by the Secretary-Treasurer or through the Superintendent.
  - 1.2 Paid guards may be approved in cases where all relevant details have been analyzed (see the procedure for determining the need for guards below).
  - 1.3 In emergencies, a temporary paid guard may be placed. This will not constitute a permanent commitment.
  - 1.4 A list, in priority order, of all paid adult guard crossings will be submitted to the Secretary-Treasurer annually.
  - 1.5 Paid guards will not be placed at a crossing until the municipality, in consultation with the School District, paints a crosswalk in the appropriate area and places signs showing the area to be a student crossing.
2. Priority for supervising a crosswalk will be as follows:
  - 2.1 Unpaid adult guards (parents)
  - 2.2 Student crossing guards
  - 2.3 Paid adult crossing guards
3. To add, change, or remove a crossing guard, a written request to the Director of Facilities must be submitted to initiate further action. The request must be supported in writing by the following:
  - 3.1 The Principal of the school, providing reasons for not establishing a student patrol
  - 3.2 A majority of parents whose children attend the school and use the crossing, providing reasons for not establishing a parent patrol
  - 3.3 The municipal traffic control officer, identifying municipal concerns and any commitment to improving areas of safety such as sidewalks, lights, crosswalks, etc.
  - 3.4 The police department, identifying concerns and recommendations for change that the school district and municipality should make
  - 3.5 A three-day count of students using the crossing in the morning, at noon, and after school

4. When the items listed above have been submitted, the Director of Facilities will undertake the following steps:
  - 4.1 Review the crossing situation site.
  - 4.2 Verify the student count as reflected in the written submission.
  - 4.3 Discuss the matter with the appropriate municipal officials to determine:
    - 4.3.1 Improvements that can be made at the site
    - 4.3.2 Long-term plans for the site
    - 4.3.3 Recent changes to the site
    - 4.3.4 Physical characteristics of the current site that present a safety risk to pedestrians
  - 4.4 Evaluate the existing budget and alternative sources of funding.
  - 4.5 Determine which current crossing guard location may be changed or eliminated to accommodate a change.
  - 4.6 Recommend an action plan to the Secretary-Treasurer based on available information.

Last Revised: May 2013

## AP 416 – Volunteers

### Background

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The purpose of this procedure is to formally recognize and support the use of volunteers in schools in the district and to detail appropriate screening and acceptance procedures.

### Procedures

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1. Volunteers may be engaged as resource people or in supportive services, as follows:
  - 1.1 Resource Volunteers have a relevant area of experience and expertise, and are involved on a short-term basis to enhance the education program e.g.: workshops, concerts, class presentations. Their visits are planned and supervised by a certified teacher. These volunteers usually do not need to complete an application form.
  - 1.2 Support Service Volunteers who directly or indirectly help teachers or groups of teachers to achieve educational objectives by providing non-instructional services, (e.g. team coaches, etc.) are required to complete an application form [AP 416-2 Volunteer Application Form](#).
2. Volunteers, individually and in groups, will be governed by regulations determined by each school's principal, relating to the internal operation of the school, but no volunteer will be assigned to a teacher without the teacher's consent.
3. Principals are required to follow the Procedure "Screening and Acceptance of Volunteers" for all Support Service Volunteers.
4. The principal can refuse to allow a volunteer to work in the school if these procedures are not agreed to by the volunteer or where the volunteer is deemed not acceptable subsequent to the screening process.
5. For insurance purposes, volunteers will be considered agents of the Board while providing volunteer services.
6. Screening and Acceptance of Volunteers
  - 6.1 Principals are required to complete the following procedure in the screening and acceptance of all Support Service Volunteers.
    - 6.1.1 All Support Service Volunteers (and Resource Volunteers, at the discretion of the Principal) are required to complete the Volunteer Application Form. This is a District form and must be used as attached and must carry District letterhead.

- 6.1.2 The completed Application Form and Abbotsford Police Information Check (APIC) (formerly known as a Criminal Record Check) response (if applicable) must be kept confidential and in a secure file in the school office and must not be destroyed at any time. The District will normally only require a volunteer to have one APIC completed. Copies will be forwarded to other district schools as required.
- 6.2 The Principal will screen these applicants, using the Risk Factor Protocol [AP 416-3 Risk Factor Protocol](#).
- 6.3 A letter of understanding must be signed for those volunteers accepted to work in schools. This letter may be individualized by schools. A sample of the letter is attached. Each school's letter must, however, include the following:
- the need for confidentiality
  - the right to discontinue the services of the volunteer
  - the school year for which the letter is applicable.
- 6.4 Reference checks are optional for Low or Medium Risk situations but are required for High Risk situations see [AP 416-3 Risk Factor Protocol](#).
- 6.5 At the discretion of the principal the school may pay for Abbotsford Police Information Checks for school volunteers.
- 6.6 When a principal deems an applicant to volunteer to be unsuitable for any situation, the reasons for this should be given to the applicant.

Appendix [AP 416-1 Sample Letter of Understanding \(Volunteers\)](#)  
[AP 416-2 Volunteer Application Form](#)  
[AP 416-3 Risk Factor Protocol](#)  
[AP 416-4 Confidentiality Understanding – Parent Volunteers and Non-Employees](#)

Reference [AP 104 – Parental Rights](#)  
[2012 APIC-Abbotsford Police Information Check](#)

Last Revised: May 2013



## ***AP 416-1 Sample Letter of Understanding (Volunteers)***

*(School Letterhead)*

### **Adult Volunteers**

Thank you for your time and commitment to helping us at the school. The children will greatly benefit from your efforts. Our school motto is <insert here>. We feel it is important for all adults working in our building to model these values for the children. You can help with this by following these guidelines.

- Remember that everything you hear or see regarding the students is confidential.
- If you cannot make your scheduled time please let us know.
- Treat all members of our school community with respect.
- Please wear your name tag while on the school grounds and in the school.
- You are working under a staff member's direction. Consult with that staff member before initiating activities.
- Please inform the supervising teacher of any concerns regarding student behaviour.
- Please be assured that information given by you will be kept confidential.

As a volunteer in our school you are in a position of trust and as such it is essential that privacy and confidentiality are maintained. Our children's safety is of prime concern to us. If children's safety or trust is compromised we will find it necessary to ask you to relinquish your volunteer status. Your continued efforts and assistance are greatly appreciated. We look forward to working with you.

Thank you for your support.

\_\_\_\_\_ Staff

I have read and am willing to follow these guidelines. I agree to a reference check and/or Abbotsford Police Information Check should the principal of the school deem it necessary.

\_\_\_\_\_  
Volunteer Signature

Date: \_\_\_\_\_

**NOTE:** Please also read and sign the Confidentiality Understanding – Parent Volunteers and Non-Employees Form ([AP 416-4](#))

### AP 416-2 Volunteer Application Form

School Year: \_\_\_\_\_ (must be completed each school year)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

I have a child in this school:  Yes - (name/s) \_\_\_\_\_  
 No

Areas of Expertise and Interest:

- Tutoring (subject/s) \_\_\_\_\_
- Driving
- Field Trips
- Coaching - (sports) \_\_\_\_\_
- Special Events
- Fundraising
- Food Days
- Library
- Office Help
- Classroom Help

Other: \_\_\_\_\_

Times available: \_\_\_\_\_

- I agree to a reference check and/or Abbotsford Police Information Check (APIC), as the principal deems necessary.
- I have already had an APIC done at the following Abbotsford School District school as noted: \_\_\_\_\_
- I have never been convicted of an offense involving children/violence/illegal substances.
- I have never been refused permission to volunteer previously.

Applicant Signature: \_\_\_\_\_

.....  
**For Office Use Only**

- Level of Risk:  High  
 Medium  
 Low
- Approved  
 Not Approved - (reason): \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

### ***AP 416-3 Risk Factor Protocol***

<b>Levels of Volunteerism:</b>	<b>Screening Process:</b>
<p><b>Low Risk</b></p> <ul style="list-style-type: none"> <li>- always under the direction/observation of school based staff (eg: reading with children in the classroom; working in school office or teachers’ workroom)</li> <li>- P.A.C. related activities (eg: fund raisers, social nights, hot dog days)</li> <li>-</li> </ul>	<p><b>Low Risk</b></p> <ul style="list-style-type: none"> <li>- completion of volunteer application form including signature on letter of understanding</li> <li>- option of Abbotsford Police Information Check (APIC)</li> <li>- publication of volunteer list</li> </ul>
<p><b>Medium Risk</b></p> <ul style="list-style-type: none"> <li>- usually under the direction/observation of school based staff</li> <li>- easily observed while working with student (eg: assisting in computer lab; working in a seminar room with one or more students; field trips, transporting a group of students)</li> </ul>	<p><b>Medium Risk</b></p> <ul style="list-style-type: none"> <li>- completion of volunteer application form including signature on letter of understanding</li> <li>- option of: reference check</li> <li>- option of APIC</li> <li>- publication of volunteer list</li> <li>- option of orientation meeting</li> </ul>
<p><b>High Risk</b></p> <ul style="list-style-type: none"> <li>-direct responsibility for students (eg: coaches, drivers (for field trips), etc.)</li> <li>- likely to be alone with students (eg: overnight field trips, coaching, transporting single student other than own child)</li> </ul>	<p><b>High Risk</b></p> <ul style="list-style-type: none"> <li>- completion of volunteer application form including signature on letter of understanding check references, interview applicant and conduct period checks with volunteer and school staff</li> <li>- APIC must be completed</li> <li>- publication of volunteer list</li> <li>- orientation meeting required</li> </ul>

## ***AP 416-4 Confidentiality Understanding – Parent Volunteers and Non-Employees***

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_

A public body must protect personal information in its custody or under its control by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal. Personal information is any information that is about an identifiable individual excluding their contact information.

All individuals with access to records, documents or information (in whatever format, i.e. hard copy, verbal, electronic, etc.), which contain personal or confidential information, are responsible for maintaining the integrity and confidentiality of those records. A person who contravenes section 30.4 (unauthorized disclosure) of the [Freedom of Information and Protection of Privacy Act](#), commits an offence.

Confidential records are created with an expectation that they will not be disclosed to anyone outside of the Abbotsford School District except those persons who require the records for a legitimate purpose. Confidential records include records containing information about student information, employee information, District information that are meant to be used internally and only disclosed in very limited purposes.

Individuals who have access to personal or confidential information:

1. Must acknowledge that they understand the obligation to protect the personal and confidential information of the District.
2. Must not release personal or confidential information to any person without the express consent of the school district.
3. Must **only** make use of personal or confidential information for the purpose for which it was disclosed to them.
4. May not make any copies of any records containing personal or confidential information and to return any records provided to them in the course of acting as a volunteer to the District.

Please sign the statement below.

*I have read and understand and will adhere to the above policy.*

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness (Please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## AP 417 – Information and Communication Services

### Background

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Access and use of information and communication services (ICS) are an integral component of the learning and working environment. The ability for students, staff, parents and the larger community to access information to learn and communicate is enhanced by the provision of such services. This procedure shall govern the use of all information communication services and devices.

### Procedures

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1. Definition:
  - 1.1 Information and Communication Services (ICS) refers to all computer and computer-related hardware, software, the local and wide area networks and servers, peripherals, handheld devices, all digital communication devices and iOS. Internet access and communication tools are provided by the Board to students, employees, contractors and others.
2. Access and Usage
  - 2.1 Access to systems is granted by the District, access to ICS is a privilege, not a right. Staff, students, parents, and educational partners using ICS resources are therefore expected to do so in a responsible, ethical manner in observance of the school district's intentions set out in this procedure.
  - 2.2 Public and guest wireless access will be provided only after accepting the online terms of use agreement. Non-district peripheral, mobile or personal devices must not interfere with the function of the network or its security.
  - 2.3 Personal computers and handheld devices must be registered at work sites either digitally or by signed contract verifying acceptance of these guidelines.
  - 2.4 The district reserves the right to inspect and remove electronic devices connected to ICS networks for inappropriate use or for files or software that threaten the operation of the network.
3. Security and Safety
  - 3.1 Authorized users must conduct themselves in a safe, ethical manner that does not compromise the security of the networks either through sharing user information to enable access or by employing programs or devices to infect or destroy the stability of the ICS systems.
  - 3.2 Access to offensive material will be limited by employing commercial web filtering systems. The district may revoke access privileges of students who use the ICS to access inappropriate materials.

#### 4. Liabilities

- 4.1 The Abbotsford School District does not warrant that the functions or services performed, or that the information or software contained on the ICS will meet the ICS user's requirements, that the ICS will be uninterrupted and error-free, or that defects will be corrected. The ICS is provided on an "as is, as available" basis, and the district does not make any assurance on any services provided by ICS and any information or software contained therein. Users are encouraged to back up personal data to external devices and to save electronic correspondence to a personal computer or external storage device to prevent data loss.
- 4.2 The Abbotsford School District assumes no responsibility or liability either directly or indirectly for any personal use or personal cost which are incurred when using the ICS. The opinions, advice, services and all other information expressed by ICS users, information providers, service providers or other third party individuals in the District's ICS and on the Internet are those of the information providers and not the Abbotsford School District.
- 4.3 The Abbotsford School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Board will not be responsible for any damages users may suffer. This includes, but is not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by the district's own negligence or user errors or omissions. Use of any information obtained via the Internet is at the user's risk. The Abbotsford School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

#### 5. Privacy and Confidentiality

- 5.1 Users are expected to respect all guidelines from the "[Freedom of Information and Protection of Privacy Act](#)" to ensure that personal information is not compromised in public areas.
  - 5.2 The use of the ICS, including Internet access, is neither private nor confidential and may be tracked or archived. Use of the ICS, including the Internet, by any individual may be monitored or reviewed by the Superintendent (or designate) without prior notice if there are reasonable grounds.
  - 5.3 The Superintendent (or designate) may remove locally posted communication that is unacceptable. ICS users cannot copy or post messages to public areas without the consent of the user and complying with content guidelines of this procedure.
6. In accordance with the provincial "[Freedom of Information and Protection of Privacy Act](#)" the Abbotsford School District will not intentionally inspect the contents of users' e-mail, or disclose the contents to anyone other than the sender, or intended recipient, without the consent of the sender or intended recipient, unless required to do so by law or the policies of the Board.

Appendices: [AP 417-1 Information and Communications Services Access](#)  
[AP 417-2 Information and Communications Services User Agreement](#)  
[AP 417-3 Personal Computer or Handheld Device \(BYOD\) Contract](#)  
[AP 417-4 Employee Confidentiality Understanding](#)

Reference: [AP 323 – Handheld Devices](#)  
[AP 334 – Social Media – Students and Parents](#)  
[AP 401 – Social Media - Employees](#)

## ***AP 417-1 Information and Communications Services Access***

The School District provides access to computers, software, networks, electronic systems and access to the Internet (collectively referred to as the 'System') for a very specific and limited purpose. It is intended for educational and/or research purposes and for conducting valid School District business. The following terms and conditions for computer and internet users represent a condensed version of [AP 417 – Information and Communication Services](#).

### Terms and Conditions

1. Access to the System
  - 1.1 Access to the System is a privilege, not a right.
  - 1.2 Access is made available only after all applicable parties sign the Information and Communications Services Access User Agreement form ([AP 417-2](#))
  - 1.3 Access under this procedure relates to wired, wireless and mobile networks accessed from school property.
2. Expectations – System users are expected to:
  - 2.1 Be polite and use appropriate language (do not swear, use vulgarities or profanities, or any other inappropriate language that would normally be against the School District's Code of Conduct and local school rules);
  - 2.2 Obey all copyright laws and any terms and conditions when copying or transferring electronic data;
  - 2.3 Follow School District guidelines and obtain permission from the appropriate authority before publishing any web pages that represent the School Board and its staff and students;
  - 2.4 Not reveal your passwords (except where appropriate to conduct School District business) or your personal information such as your address, phone number(s), or age of yourself, students or colleagues.
3. Prohibited Use – Examples of prohibited conduct include:
  - 3.1 Forging documents or messages by assuming another identity is prohibited;
  - 3.2 Deliberately accessing or publishing illegal and objectionable material including, but not limited to, websites containing pornography, hate literature, criminal skills and transmitting materials in violation of Canadian laws;
  - 3.3 Transmit or post threatening, abusive, illegal, commercial, or political materials as defined by [AP 417, 'Information and Communication Services'](#);



- 3.4 Vandalizing or breaching the security of the System;
  - 3.5 Participating in online gambling sites during the school day or installing unlicensed software on district devices is not appropriate.
4. Liabilities
- 4.1 The district assumes no responsibility or liability for any personal memberships or charges arising out of, either directly or indirectly, the actions or inaction of sellers.
  - 4.2 The district makes no warranties of any kind, whether expressed or implied, for the service it is providing. The district will not be responsible for any damages users may suffer including, but not limited to, the loss of data.
  - 4.3 The opinions, advice, services, and all other information expressed by System users, information providers, or other third party individual in the System and on the Internet are those of the information providers and not the district.
5. Privacy and Confidentiality
- 5.1 Use of the System, including Internet access, is neither private nor confidential and may be tracked or archived. The district reserves the right to access any files on the System in case of misuse, suspicion of misuse, or any other activities in violation of [AP 417 – Information and Communication Services](#), or law. Use of the System may be monitored or reviewed by the Director of IT or designate without prior notice if there are reasonable grounds.

## ***AP 417-2 Information and Communications Services User Agreement***

I understand and will abide by the terms and conditions of the Information and Communications Services User Agreement. I further understand that any violation of these terms and conditions will be subject to the disciplinary codes set out by the Abbotsford School District and will be handled in accordance with those codes. Depending on the severity of the violation, discipline could lead to suspension of computer privileges, suspension or expulsion from school. The appropriate legal authorities will be contacted if there is any suspicion of illegal activity.

***(please print)***

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

School (if student) or Position (if employee): \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

### **PARENT/GUARDIAN AGREEMENT**

If the user is a student and is under the age of 19, a parent or guardian must also read and sign this agreement.

As the parent or guardian of the user named above, I have read this agreement. I have also taken reasonable steps to ensure that the child named above understands the terms and conditions of this agreement. I understand that access to the System is designed for educational purposes and that there are limitations on the use of the System. I recognize that, although the Abbotsford School District has taken reasonable measures to limit access to objectionable and illegal materials, the school district cannot guarantee that 100% of materials accessed via the Internet, either intentionally or unintentionally, will not include offensive or illegal content.

I hereby give permission for the child named above to access the System and certify that the information contained on this form is correct.

***(please print)***

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

### ***AP 417-3 Personal Computer or Handheld Device (BYOD) Contract***

The Abbotsford School District reserves the right to require that all personal electronic devices including computers and handheld devices be subject to the same consideration as district equipment in terms of appropriate use. Devices used on a regular basis within school buildings must be registered online or with the school office as outlined below to permit school use. All equipment is required to have a current version of antivirus software and other security software installed where appropriate.

It is understood that the district has no liability for either the operation of the device or restoration of data stored on it while on district property. In the case of student use of these devices, uses are subject to district, school and class expectations as well as [AP 417 – Information and Communication Services](#). School district officials reserve the right to access all files and content on personal devices used on district networks to check for inappropriate use. The district is not responsible for any loss or damage to data during this process. Misuse of devices will result in their removal from school networks and a request to remove the devices from school property.

It is recommended that personal, electronic devices used on school property be covered under personal insurance.

Name of User: \_\_\_\_\_

Type of Device: \_\_\_\_\_

Serial Number: \_\_\_\_\_

School and or District Location: \_\_\_\_\_

Access Requested (i.e.; wireless, printer, etc.) \_\_\_\_\_

\_\_\_\_\_

## ***AP 417-4 Employee Confidentiality Understanding***

NAME: \_\_\_\_\_

POSITION: \_\_\_\_\_

A public body must protect personal information in its custody or under its control by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal. Personal information is any information that is about an identifiable individual excluding their contact information. All individuals with access to records, documents or information (in whatever format, i.e. hard copy, verbal, electronic, etc.), which contain personal or confidential information, are responsible for maintaining the integrity and confidentiality of those records.

A person who contravenes Section 30.4 (unauthorized disclosure) of the [Freedom of Information and Protection of Privacy Act](#), commits an offence.

Employees have a legal duty not to disclose confidential information belonging to the employer. Confidential records are created with an expectation that they will not be disclosed to anyone outside of the Abbotsford School District except those persons who require the records for a legitimate purpose. Confidential records include records containing information about student information, employee information, District information that are meant to be used internally and only disclosed in very limited purposes.

Individuals who have access to personal or confidential information are:

1. Not to make or permit unauthorized access to personal or confidential information in print or electronic format (e.g. telephone lists, class lists, files, forms, information available through electronic student information systems, etc.)
2. Not to make or permit unauthorized access by sharing passwords to secure computer networks, student information systems or district email accounts.
3. Not to release personal or confidential information to any person except authorized employees, as authorized by their supervisor(s) and/or required for their position's responsibilities, (e.g. student information system, G4 files, telephone lists, class lists, forms, etc.);
4. Not to make unauthorized use of personal or confidential information, which has come to them in the conduct of their school district duties;
5. Not to remove any official record from the office where it is kept except in the performance of their duties (this includes originals and photocopies of any documents);

6. To properly dispose of (shred) personal or confidential documents in a timely manner once redundant.

Please sign the statement below.

I have read and understood and will adhere to the above.

I have successfully completed the student information system FOIPPA Assessment (if applicable).

\_\_\_\_\_  
Name (Please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness (Please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please forward signed copy to HR**

## AP 418 – Harassment

### Background

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The Abbotsford School District is committed to fostering an environment within which all individuals are treated with respect. The district considers harassment in general and sexual harassment, in particular, to be violations of generally accepted standards of behaviour and the District's Code of Conduct.

In its efforts to eliminate harassment, the Abbotsford School District will provide a working and learning environment that will encourage respect for and fair treatment of all individuals within the community.

### Procedures

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#### 1. Definition

- 1.1 Harassment is any unwanted or unwelcome comment or conduct that is known to be, or reasonably known to be considered offensive, threatening, degrading or coercive, thereby creating a hostile, intimidating or offensive work or study environment.
- 1.2 Sexual harassment is further defined as specifically including unwanted and unwelcome sexual attention toward another person, which has an adverse effect on the emotional well-being, work or academic performance of an individual.
- 1.3 Harassment does not include conduct or comments made in good faith in the exercise of supervisory rights and responsibilities.

#### 2. Examples of Harassment

- 2.1 Harassment may occur:
  - between students (e.g. bullying)
  - student to adult
  - adult to student
  - adult to adult (this includes harassing behaviour between teachers, support staff, parents, volunteers, visitors and community members, etc.)
- 2.2 Harassment can include, but is not limited to:
  - persistent teasing or leering
  - repeated jokes or innuendoes
  - false accusations
  - verbal or physical abuse (which may also need reporting to the Ministry of Children and Families)

- stalking
  - offensive or inappropriate comments, gestures, materials
  - unwelcome sexual advances
  - use of sexually suggestive or demeaning language, especially when another person indicates that it is offensive
  - the promise of reward or threat of reprisal attached to sexual favour
- 2.2 Bullying is considered to be a significant issue at all age ranges. The Board encourages schools to actively pursue specific anti-bullying strategies within their schools.
- 2.3 The Abbotsford School District adopts a zero tolerance with respect to bullying. Students who commit acts of bullying shall be subject to disciplinary action, which may include suspension from attendance at school.
3. Complaint Procedures - Students
- 3.1 Students deserve to feel safe at school. If a student is being bullied or harassed he/she should take the following steps to try and stop the harassment or prevent it from happening again.
- 3.1.1 Report all incidents to a person of authority at your school, your parent, or an adult you trust. It is important to tell your parents of any incidents of bullying or harassment that may occur at school, at school functions or on your way to and from school.
- 3.1.2 If the bully or harasser is an adult from within your school, then it is important to report this immediately to your parents/guardian or an adult you trust outside of school. You and the adult you have told should contact either the principal or the Superintendent of Schools.
- 3.1.3 It is important to report all incidents of bullying or harassment, however, false allegations are a serious matter and can damage a person's reputation so are not acceptable in any way.
- 3.2 Staff shall ensure that all students are aware of the complaint procedure. This should be put into the student handbook that schools provide to students. (Reference [AP 418-1 "Guidelines to Managers and Principals - Student Complaints of Harassment and Bullying"](#))
4. Complaint Procedures - Adults (Note: Teaching staff should refer to Article A.5 of their Collective Agreement for procedures)
- 4.1 Adults who believe they are being harassed should take the following steps to stop the harassment and prevent re-occurrences.
- 4.1.1 Whenever possible make your disapproval or unease known to the harasser immediately.

- 4.1.2 If there is more than one incident, keep a written record of dates, times, the nature of the behaviour, and witnesses, if any.
- 4.1.3 If a non-school district employee feels uneasy about approaching the harasser OR, if the incidents do not stop after you have spoken to the harasser, speak to the Principal of the school or the appropriate Deputy/Assistant Superintendent at the School Board Office. Confirm your conversation in a confidential letter. Ensure that the harasser is advised you have taken the above steps. Help with this process is available to parents by calling the Parent Advisors Line at 857-7145.
- 4.1.4 If an employee feel uneasy about approaching the harasser, OR if the incidents do not stop after you have spoken to the harasser, speak to your supervisor and then confirm your conversation in a confidential letter. If your supervisor is the harasser, speak immediately to the Director of Human Resources. Ensure that the harasser is advised you have taken the above steps.
- 4.1.5 If the employee feels it is appropriate, the complaint procedure outlined above can be bypassed and the employee can speak directly with any of the following: Director of Human Resources, Secretary-Treasurer or Superintendent of Schools.
- 4.1.6 Employees should seek the help of an authorized representative of the union when reporting the complaint to the above district representative.

Reference: [AP 418-1 Guidelines to Principals – Student Complaints of Harassment and Bullying](#)  
Code of Conduct for all Abbotsford Schools  
[Communicating with Your School: Parents and School – Partners in Learning](#)  
[Focus on Bullying: A Prevention Program for Elementary School Communities](#). (The Ministry of Education, Special Programs Branch, distributes this publication)

Last Revised: May 2013 (further updates are expected in Fall 2013)



## ***AP 418-1 Guidelines to Managers and Principals – Student Complaints of Harassment and Bullying***

Principals should provide a safe haven and access to counseling for the victim of harassment or bullying. Principals/Teachers/Counselors should follow-up to ensure the harassment or bullying has discontinued.

Note: The following information is to be included in the student agendas/handbooks and should be brought to the attention of the students and staff each September.

1. Bullying is against the District Code of Conduct and will be dealt with severely and quickly.
2. Bullying includes inappropriate remarks, jokes, taunting, comments, gestures, sexually suggestive comments or actions that create an uncomfortable or hostile environment.
3. A Bully is someone who:
  - uses power to hurt others or harm their possessions.
  - purposely scares or intimidates others.
  - often hurts the same person repeatedly.
  - is sometimes supported by other people who just watch and laugh, instead of helping the person being bullied.

### Complaint Procedures -- Students

Students deserve to feel safe at school. If a student is being bullied or harassed you should take the following steps to try and stop the harassment or prevent it from happening again.

1. Report all incidents to a person of authority at school, a parent, or a trusted adult. It is important to tell your parents of any incidents of bullying or harassment that may occur at school, at school functions or on the way to and from school.
2. If the bully or harasser is an adult from within the school, then it is important to report this immediately to your parents/guardian or a trusted adult outside of school. The student and the adult the student told should contact either the principal or the Superintendent of Schools.

It is important to report all incidents of bullying or harassment, however, false allegations are a serious matter and can damage a person's reputation so are not acceptable in any way.

## AP 419 – Teacher Exchange

### Background

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On occasion district teachers express an interest to participating in a teacher exchange program. The purpose of this procedure is to provide consistent process around this practice.

### Procedures

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Considerations/Guidelines for Teacher Exchange Programs.

- 1 Eligibility to work in Canada
  - 1.1 The potential exchange candidate must obtain the appropriate [employment authorization](#) before entering Canada, including an approved temporary work Visa.
  - 1.2 Participation in the “[Reciprocal Exchange Agreements](#)” arranged between foreign educational authorities and Canadian provincial governments or school boards. These types of exchanges require an employment authorization. Destinations for reciprocal exchange include: Australia, Denmark, Germany, New Zealand, The Netherlands, Switzerland, The United Kingdom (including England, Scotland, Wales and Northern Ireland).
- 2 Qualifications
  - 2.1 To qualify as a potential exchange candidate, a teacher must:
    - 2.1.1 Have confirmation of teaching certification which must be verified prior to the approval of the exchange application.
    - 2.1.2 Have a minimum of 5 years teaching experience.
    - 2.1.3 Be recognized by his/her employing authority as an exemplary teacher who is a credit to the profession, and
      - 2.1.3.1 Obtain formal approval for the exchange from his/her principal, supervisory officer, school board or authority; and,
      - 2.1.3.2 Have a full-time assignment with a permanent contract
    - 2.1.4 Meet the criteria established by the exchange country to which he/she wishes to apply
    - 2.1.5 Supply criminal record check information prior to approval of the exchange
    - 2.1.6 Have the required teacher education including verification of educational requirements. Exchange candidates may need to have their credentials certified through an International Credential Evaluation Service.

3. Insurance and Medical Coverage
    - 3.1 Employees participating in an exchange program are responsible for providing their own out of country medical coverage for the duration of the exchange.
    - 3.2 District employees working outside of Canada are covered under Worksafe BC for a period of 6 months.
    - 3.3 Additional medical coverage may be required to evacuate employees from unsafe environments depending on the location of the exchange.
  4. Accommodation
    - 4.1 Accommodation and transportation is the responsibility of the transferred employee. The District is not responsible to assist in this regard.
  5. Terms of Employment and Collective Agreements
    - 5.1 A document similar to a secondment agreement would be drawn up to determine how employees would be paid. There are two scenarios depending on the exchange program:
      - 5.1.1 the employee takes a leave from the district and assumes the full pay and working conditions of the exchange location including pay, benefits, and other working condition; in this scenario the exchange employee becomes an employee of the District
      - 5.1.2 the employee continues to be paid by their home organization and adopts the basic working conditions of the exchange organization; the exchange employee is paid by their home organization and adopts the working conditions outlined in the district's collective agreement.
    - 5.2 The terms and conditions of collective agreements apply to all employees working for the Abbotsford School District.
    - 5.3 The District reserves the right to cease the arrangement at any time and without notice.
  6. Criminal Record Checks
    - 6.1 Participants are required to supply criminal record check information prior to approval of the exchange.
  7. Parent Response, Teacher Support and Coaching
    - 7.1 Other serious matters of consideration like parent response, the requirement to provide coaching, learning materials, curriculum requirements are worthy of consideration.
- Reference      The Canadian Education Exchange Foundation ([CEEF](#)) is a not-for-profit registered foundation with the primary purpose of providing international and interprovincial exchange opportunities for educators and students.

## Section 500 – Business Procedures

## AP 501 – Banking Services

### Background

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The purpose of this procedure is to ensure that the Abbotsford School District is provided with high quality banking services at a reasonable cost. This section provides guidelines for selecting banking services.

### Procedures

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1. At least once every four years, the Secretary-Treasurer will invite written submissions from a minimum of five banking institutions, the short-term deposits of which are rated RI-Middle or higher by the Dominion Bond Rating Service.
2. The selection will be based on a review of the written submission by the Secretary-Treasurer and a formal interview conducted by the Secretary-Treasurer and a representative or representatives of the Board of Education's Finance Committee.
3. Proposals must include details outlining the fees and services to be provided, quoted on a minimum four-year basis.
4. The Board will approve final selection of banking services.
5. If the Dominion Bond Rating Service downgrades a banking institution's services, the Secretary-Treasurer will refer the matter to the Board, who will determine appropriate action.
6. The selected firm will be invited to a second interview to discuss in detail the needs of the school district, implementation of services, and fees.
7. If an agreement is reached, a letter outlining the agreed banking services arrangements will be sent to the successful firm.
8. All firms interviewed will be advised of the selection.

Last Revised: May 2013

## AP 502 – Investments

### Background

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The Abbotsford School District will invest inactive funds as safely as possible while gaining the maximum return on the funds invested.

### Procedures

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1. Under the authority of the Secretary-Treasurer or alternate, investments may be made in interest-bearing accounts, investment securities or discounted instruments that are issued or guaranteed by the Federal, Provincial or British Columbia Municipal governments, Canadian Chartered Banks, Trust Companies, Credit Unions or through a pooled investment facility of the Municipal Finance Authority of British Columbia.
2. District financial investments must be consistent with those of a prudent individual investing at a low risk tolerance level.
3. Securities in bearer form must be lodged with the bank or investment dealer concerned and at no time be in the custody or risk of the Board.
4. Transactions may be authorized by any two of the following: Superintendent, Secretary-Treasurer, or Director of Finance.

Last Revised: May 2013

## AP 503 – Financial Auditing Services

### Background

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In accordance with the [School Act](#) and in keeping with sound fiscal management, the Board of Education must appoint an auditor to audit the accounts of the district.

### Procedures

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1. At least once every five years, the Secretary-Treasurer will invite a minimum of five auditing firms to submit written proposals to provide financial auditing services.
2. Proposals must include details outlining the fees and services to be provided, quoted on a three year basis, with provision for a two year renewal upon mutual agreement.
3. The auditor will be a member in good standing of the Canadian Institute of Chartered Accountants or the Certified General Accountants Association of British Columbia, or, if the auditor is a partner in a partnership, the partners will be members in good standing.
4. The selection process will be based on a review of the written submissions by the Secretary-Treasurer and a formal interview conducted by the Secretary-Treasurer and a representative or representatives of the Board of Education's Finance Committee.
5. The final selection of the auditor will be subject to ratification by the Board of Education.
6. The Secretary-Treasurer will notify the auditor and the Ministry of Education of an appointment or the rescission of an appointment in writing (as set out in Section 173(1) of the [School Act](#)).
7. Rescission of Appointment
  - 7.1 When an auditor's appointment is rescinded, the auditor may appeal the rescission in writing to the Minister within one month of notification. The Minister may confirm or set aside the rescission. The auditor must file a copy of the written appeal with the Secretary-Treasurer.
  - 7.2 The Board will not appoint another auditor until the time allowed for an appeal by the auditor has elapsed, or, where an appeal has been made, until the Minister has dealt with the appeal. Rescissions are not effective until a successor is appointed.

Last Revised: May 2013

## AP 504 – Purchasing

### Background

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The purpose of this policy is to ensure that quality supplies, services, and equipment are procured for the Abbotsford School District at the best value (cost, delivery, quality and service), and that the purchasing process is consistent, efficient and fair. This section provides guidelines for purchasing supplies, services, and equipment.

### Procedures

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1. Principles of Purchasing
  - 1.1 Obtain maximum best value by considering the life cycle cost (T.C.O) of purchases.
  - 1.2 Conduct purchasing in an ethical, efficient and cost effective manner.
  - 1.3 Select suppliers through established processes which are open, competitive and ethical
  - 1.4 Utilize acceptable professional practices for public sector buying.
  - 1.5 Provide reasonable opportunities for qualified suppliers and contractors to obtain school district business.
  - 1.6 Purchase goods and services without compromising the health, safety or appearance of both our environment and facilities.
  - 1.7 Utilize purchasing resources for the benefit of the school district.
  - 1.8 Ensure that district liability is minimized.
2. Major supplies, services, and equipment required to operate schools and educational programs throughout the school district will be acquired as set out in the district's *Purchasing/Accounts Payable Manual*, regardless of the source of funds. Orders will be issued to suppliers on prescribed district forms approved by and executed on behalf of the Secretary-Treasurer.
3. Wherever possible, requisitions and purchases will be arranged at times and in quantities that will satisfy annual need, the availability of funds, and the opportunity to obtain the best value to the district.
4. Whenever possible, prices for all goods and services will be established through a competitive bid process. In exceptional circumstances, the Secretary-Treasurer may authorize acquisition from a sole source. These exceptional circumstances would involve an urgent requirement to:
  - protect and ensure the safety of students and staff
  - protect school district assets
  - prevent a serious financial loss to the district
  - maintain fleet standardization



5. In determining the best value, the following factors will be considered:
  - price and availability
  - ability to meet product specifications
  - ability to provide service and warranty support (including past performance)
  - availability of replacement parts
  
6. In all purchasing transactions, employees will:
  - consider first the interest of the school district system and the improvement of its educational programs.
  - decline gifts that might in any way influence the purchase of school supplies and equipment.
  - refrain from soliciting funds or material from vendors, however worthy the purpose.
  - refrain from asking for special discounts or prices on items purchased from school district suppliers for personal use.
  
7. The Board may authorize the Superintendent to develop specific corporate educational partnerships that result in the provision of unique products or services to support educational programs, at a reduced cost to the district.
  
8. Processes and guidelines for tendering and contracting to acquire goods and services are detailed in the district's *Purchasing/Accounts Payable Manual*.
  
9. To ensure consistency in the overall quality, brand and serviceability of equipment, the district's Purchasing Department will coordinate the acquisition of equipment for new schools and replacement of equipment in existing schools. To obtain a list of products that fall within this process, contact the purchasing department.

Last Revised: May 2013

## AP 505 – School Generated Funds

### Background

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The purpose of this procedure is to ensure that school generated funds are safeguarded and controlled, and that record systems are maintained to account for these funds. This section provides guidelines for accounting and auditing school generated funds.

### Procedures

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1. Definition: “school generated funds” – all money received and disbursed by the school, including all money collected by an agent for the Board of Education, and all funds for the school’s use derived from athletic contests, school entertainment, and other activities involving students or school property.
2. Each school principal is responsible for school generated funds.
3. Accounting
  - 3.1 Books of account must be maintained to enable an auditor to verify that funds have been used for the purpose for which they were collected.
  - 3.2 All schools will use the accounting software mandated by the Secretary-Treasurer.
  - 3.3 All books will be closed off annually for the year ended June 30th.
  - 3.4 A statement of receipts and disbursements separating the various funds will be submitted annually to the Secretary-Treasurer on or before September 30th for the year ended on June 30<sup>th</sup> of that same year. The school principal must certify this statement, and provide it to parents in print form annually.
  - 3.5 Each school principal will maintain a bank account in the name of the school for depositing and disbursing money according to the Office Procedures Manual.
  - 3.6 Secondary schools are authorized to establish and maintain Student Council accounts for money collected by or assigned to Student Councils for student activities. Disbursements authorized by the Student Council are subject to the approval of the school principal (signing authority) or a delegated staff member (alternate signing authority).
  - 3.7 Student Council accounts may be operated as one of the general school accounts, or as a separate account in the name of the Student Council. Accounts operated in the name of the Student Council are subject to the requirements for other school accounts.

- 3.8 Funds raised by Parent Advisory Councils and similar associations from activities they sponsor and conduct are not school generated funds and will remain within the control of the association. The school principal will be satisfied that these funds are properly accounted for, and that copies of financial statements are submitted to the Secretary-Treasurer on or before September 30th of each year for the information of the Board.
- 3.9 Assets purchased from school generated funds or funds raised by Parent Advisory Councils and other associations that are donated to the school district will permanently remain the property of the school district.
- 4. Auditing
  - 4.1 School financial records may be audited (see AP 507, 'School Audits') by or on behalf of the Secretary-Treasurer at the Secretary-Treasurer's discretion.
  - 4.2 Student Council accounts will be audited by a member of the school staff before the annual statement of receipts and disbursements is submitted to the Secretary-Treasurer.

Reference: [AP 507 – School Audits](#)

Office Procedures Manual (currently under redevelopment)

Last Revised: May 2013

## AP 506 – Fundraising by Schools

### Background

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The purpose of this procedure is to ensure that fundraising by schools in the Abbotsford School District does not interfere with school activities, and that funds are properly dispersed and accounted for. This section provides guidelines for raising, allocating, using, and auditing funds.

### Procedures

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1. The following fundraising guidelines will apply:
  - 1.1 Principals should avoid encroaching on the territory of other schools that may also be fundraising.
  - 1.2 Principals should avoid competing in the marketplace where established businesses may be disadvantaged.
  - 1.3 Instructional time of staff and students should not be compromised or affected by fundraising events.
  - 1.4 When canvassing, students should always identify themselves, their school, and the school project they represent.
2. The approval of the Superintendent must be obtained before Abbotsford schools may participate in raffles or sweepstakes that are sponsored by organizations other than a school in the district.
3. The possible uses for any surplus funds should be identified at the outset. Funds should only be used for the purposes for which they were raised or allocated. This includes any interest accrued on those funds.
4. The school accounts must reflect the balance of each project or fundraising group (for example, track club or skiing). The balance of each account should be identified monthly on the school financial statement and be reported to the Secretary-Treasurer. The account showing the income and expenditure of each fundraising project should be available upon request to the fundraisers.
5. Separate bank or trust accounts are not required for the various activities; however, interest accrued by a club or project fund should be allocated by the school principal when received.
6. When raising funds for particular projects such as band trips and field trips, all parties involved should be clearly notified of what will happen to the funds if the project is not concluded.
7. School-raised funds will be audited internally at the discretion of the Secretary-Treasurer. The school principal will review the accounts regularly.

8. Items purchased from school-raised funds for resale should be inventoried each June 30<sup>th</sup>, and at other times as required by the school principal.
9. Equipment purchased from school-raised funds becomes the property of the school, and should be added to the school's inventory where the value warrants.

Reference: [AP 505 – School Generated Funds](#)

Last Revised: May 2013

## AP 507 – School Audits

### Background

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All financial accounts of the Abbotsford School District, including school based accounts, shall be maintained in accordance with accounting standards established by the Ministry of Education and the Board of Education.

### Procedures

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1. The Secretary-Treasurer or designate will schedule school audits to be performed by Finance staff.
2. The Finance staff will review audit findings with the school principal and Secretary-Treasurer.
3. The Secretary-Treasurer will report findings to the Board through the Finance and Audit Committee.
4. Elementary schools will be audited a minimum of once every four fiscal years, middle schools will be audited a minimum of once every other fiscal year and secondary schools will be audited a minimum of once every fiscal year.
5. An internal school audit shall, at a minimum, include:
  - 5.1 A review of cash receipts and disbursements, including bank balances, bank reconciliations, cash on hand, deposit procedures, disbursement procedures and supporting records.
  - 5.2 A review of the school equipment inventory including a physical tracking of a sampling of items identified in the inventory.
  - 5.3 A review of the use of purchasing cards by school staff.
  - 5.4 A review of payroll of all employees located at the school.
  - 5.5 An evaluation of the safeguarding of assets, including supplies inventory and the school's key inventory and accounting process.

Last Revised: May 2013

## AP 508 – Inventory of Assets

### Background

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The purpose of this procedure is to ensure that the physical assets of the Abbotsford School District are accounted for.

### Procedures

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1. For the purposes of this procedure an asset is defined as an item of furniture or equipment, computer hardware or vehicles that have an original purchase value of \$500 or more.
2. The school principal or building manager is responsible for maintaining a current inventory of building assets in a form acceptable to the district's financial auditors. The inventory records must be available for inspection at the time of the periodic financial audit, or at the request of the Secretary-Treasurer.
3. An inventory record of capital assets shall be maintained at each district facility, using [AP 508-1 – Capital Equipment Inventory](#). The principal or building manager shall ensure that any addition or deletion to the asset inventory is recorded on the inventory listing when the change occurs.
4. The disposition of any item which is deleted from inventory must be explained on the inventory record.
5. Prior to June 30th each year, the principal or building manager shall conduct a physical count of capital assets within the facility. The physical count is to be then verified against the inventory record. Any discrepancies between the physical count and the inventory record must be reported to the Secretary-Treasurer.
6. The principal or building manager shall certify, by signing a copy of the inventory record, that the inventory record is correct as at June 30th of each year.

Appendix      [AP 508-1 – Capital Equipment Inventory](#)

Reference      [AP 509 – Disposal of Surplus Equipment](#)

Last Revised: May 2013

### *AP 508-1 – Capital Equipment Inventory*

Facility: \_\_\_\_\_

Page \_\_\_ of \_\_\_

Category	Item/Make	Model/Serial No.	PO No.	Date Acquired	Supplier	Location in Building	Comments	Date of Disposal	Reason for Disposal

Certified Correct: \_\_\_\_\_  
Principal/Building Manager

\_\_\_\_\_  
Date

Copy sent to Purchasing



## AP 509 – Disposal of Surplus Equipment

### Background

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The purpose of this procedure is to ensure that aged and/or surplus equipment is removed from the Abbotsford School District facilities expediently, while providing the best return to the District if items are unable to be repurposed at other sites. This section describes the process for removing and disposing of surplus equipment.

### Procedures

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1. A school principal or departmental supervisor may declare a piece of equipment to be surplus if the item:
  - has reached the end of its useful life cycle
  - is beyond economical repair, or is too expensive to operate
  - involves outdated technology
  - is environmentally unsafe or hazardous
  - is inappropriate for current instruction
2. Any proceeds received (except from trade-ins) from the sale of surplus equipment will be retained by the District. Proceeds from a trade-in can be applied to the cost of new equipment.
3. Preference will be given to providing surplus educational equipment to local non-profit or charitable agencies at a fair price.
4. The Purchasing Manager will be responsible for ensuring that equipment declared surplus is reviewed and removed from the school district as required. To have a piece of equipment removed from the school or facility for disposal, these steps must be followed:
  - 4.1 Complete and sign the Surplus Equipment Disposal and Approval portion of the [Facilities Work Request form 509-1 Work Request – Delivery Services](#). The form is to be forwarded to the Purchasing Manager when complete.
  - 4.2 The Purchasing Manager will review the completed Facilities Work request, and, if necessary, physically inspect the equipment declared surplus and make the final decision on method of disposal.
  - 4.3 When equipment is replaced the principal will be notified of the specific items declared surplus so that they may be removed from the school's inventory listing [AP 508-1 – Capital Equipment Inventory](#)
  - 4.4 The Purchasing Manager will choose a disposal method depending on the condition and type of equipment. Disposal methods include:

- auction of equipment with resale value to the general public
  - where economically justified, giving equipment away free to the public (e.g., student desks and chairs that have no monetary value and that would incur landfill costs for disposal)
  - sale to scrap metal or junk dealers
  - recycling
  - landfill
  - Retain all disposal records for audit purposes.
- 4.5 The principal will ensure that the surplus equipment is removed from the school's inventory listing.

Appendix [509-1 Work Request – Delivery Services](#)

Last Revised: May 2013

### 509-1 *Work Request – Delivery Services*

**Delivery Services    Tel: 852-9494    Fax: 854-1448**

- Work Order (pick-up and/or delivery)
- Teacher Move
- Surplus Equipment Disposal
- Other (as described below)

Date \_\_\_\_\_

School / Department Name and Address  	Contact Name Telephone Fax
--	----------------------------------

#### ***Description of Work Requested***

Qty	Describe in detail the work that you require and equipment description	Serial Number	Location

#### ***Pick-up and/or Delivery Information (complete as applicable)***

Requested pick-up date  Please <b>PICK UP</b> from:     Contact Name  Telephone	Requested delivery date  Please <b>DELIVER</b> to:     Contact Name  Telephone
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## AP 510 – Public Use of Facilities

### Background

The purpose of this procedure is to define the conditions for the use of school district facilities (with the exception of the Abbotsford Arts Centre Complex (see [AP 511 - Public Use of the Abbotsford Arts Centre](#)). The accompanying procedures contain provisions to ensure that public assets are appropriately cared for and safeguarded.

### Procedures

1. Definitions
  - 1.1 User – Any individual using school district facilities.
  - 1.2 User in Charge – The individual who signs the rental agreement is responsible for supervising the event and the admission, actions and behaviour of all participants and spectators using the facilities. This individual must be 19 years of age or older and be capable of accepting responsibility for the conduct of participants and the financial responsibility for any damages.
  - 1.3 Equipment – All property belonging to the school district or its employees that is stored at the facility being rented.
2. Rental Conditions & Regulations
  - 2.1 All external users of school district facilities will be issued a rental agreement which will outline the rental conditions, regulations, financial responsibility and other pertinent district policies which must be observed.
  - 2.2 The Board does not wish to compete with private facilities that are available in the city and the rental rate structure will reflect the focus on non-commercial use.
  - 2.3 Rental rates will be charged to recover operating and maintenance costs according to the following categories of users:

Recreational/Agricultural <ul style="list-style-type: none"> <li>• Minor/Senior</li> <li>• Adult</li> </ul>	Non-profit groups whose primary purpose is to organize sport, art, cultural, intellectual, literary or agricultural activities (includes service clubs, and churches that are conducting recreational activities).
Non-Profit	Non-profit groups whose primary purpose is something other than the provision of a recreational/agricultural activity
Commercial	A group or individual whose primary

<ul style="list-style-type: none"> <li>Local</li> <li>Non-Local (do not pay taxes in Abbotsford)</li> </ul>	purpose is to produce personal or corporate profit and includes individuals and companies that provide recreational services.
Other (Special Events)	Events conducted by a non-profit group for the purpose of raising money for a non-profit organization within the Abbotsford area or as approved by the Secretary-Treasurer.

### 3. Availability

3.1 Schools are publicly funded buildings and will be made available for use by the community after hours when they are not required for school or school district operations or functions.

School	Hours for use	Types of rooms available
Secondary	6:00 PM-10:00 PM (Monday to Friday)	Gym, non-specialty classrooms, library, cafeteria (excluding kitchens), theatre Shower facilities may be included as part of the rental
Middle	6:00 PM-10:00 PM (Monday to Friday)	Gym, multi-purpose room
Elementary	6:00 -10:00 PM (Monday to Friday)	Gym, multi-purpose room
Weekends (All Schools)	8:00 AM-10:00 PM	As above

3.2 All exterior school grounds and fields are booked by the Abbotsford Parks, Recreation and Culture Commission and anyone wanting to book must contact them directly for a rental permit.

### 4. Priority of Use

4.1 Internal School Bookings – School operations, school district business, school or PAC sponsored functions will take precedence over all other use.

4.2 Community Use – Non-profit community clubs, sports organizations and service organizations, registered societies, and groups sponsored by the Abbotsford Parks, Recreation and Culture Commission.

Note: Schools are not available for private functions (i.e. birthday parties, weddings, dinner/dance receptions, etc.) or for conducting 'for profit-business' or other commercial purposes.

## 5. Community and Staff Access

5.1 Bookings by community groups will not take place unless there is a school district custodian on site. Weekend bookings are subject to the availability of casual custodians and groups will be charged for this time.

5.2 Employees of the Abbotsford School District will not use their keys to access school district facilities after hours for recreational, leisure, hobby or any other non-work related use. Employees may only use their own keys after hours on school district work related matters under the direction of their supervisor. At any other time, employees are users and all policies governing user groups apply.

## 6. Making a Booking

6.1 All community bookings and internal school bookings will be directed through the Facilities Booking Clerk.

6.2 Ongoing rentals may be arranged for the period from October to June, or parts thereof. Rental requests for the period October to June will not be finalized until after September 20<sup>th</sup>.

## 7. Scheduling

7.1 Scheduling for bookings for the upcoming school year takes place during the period of July to October. The following priority for processing bookings will be followed:

7.1.1 School Use – By June 30 each year principals will submit the Internal Bookings to reserve dates and times required for school use for the upcoming school year.

Note: Schools reserve the right to book facilities for unforeseen school functions and events during the school year. In these instances, principals will submit bookings 3 weeks in advance to ensure adequate cancellation notice can be given to community groups.

7.1.2 Renewals – By August 15, groups wishing to renew their continuing rental from the previous year will submit their renewal application for the upcoming school year.

7.1.3 Renewals that cannot be accommodated – Internal bookings by the school and renovations to the school will take precedence over renewal requests. In this instance, groups bumped from their existing time slot will be given priority to find a suitable space.

7.1.4 New Requests – New requests will be processed on a first come, first served basis after all school bookings and renewals have been entered. Groups from the previous school year who are requesting a change to their existing booking will be considered a new request.

## 8. Gymnasiums

8.1 Elementary gymnasium space is at a premium. Organizations that provide programming for children and youth will be given priority between the hours of 6:00 p.m. and 9:00 p.m.

8.1.1 The following restrictions will apply to adult group requests:

- Adults groups will be allocated space between 8:00 p.m. – 10:00 p.m.
- Adult groups will not be permitted more than one time slot per week.
- No adult groups will be allocated a booking that is more than 2 hours in duration.

Note: The exception to the above will be bookings in rural school gymnasiums with little or no demand for use.

## 9. Special Holidays and Breaks

9.1 Due to the complexity and timetabling of educational, custodial, and maintenance programs, all rentals are automatically cancelled during statutory holidays, winter, spring and summer breaks, and District-wide Professional Development Days.

9.2 Special permission may be obtained for groups to use school facilities during school breaks. Applications for such use must be received at the Facilities Office no later than 15 school days before the break, and will be given due consideration.

## 10. Supervision

10.1 The user in charge, or specified alternate, must attend all meetings of the user group and be responsible for the following:

- Monitoring the admission, actions, and behavior of all participants or spectators on school district property. All groups using school district facilities will provide mature supervisors of participants and spectators.
- Inspecting the facilities upon arrival, and for ensuring that the facilities are left in their original condition.
- Taking any action required to preserve the Board's property.
- Enforce all regulations for the use of school facilities.
- Monitoring entrances and adjacent areas to prevent unauthorized persons from entering the building or areas not authorized on the rental contract. Doors will be secured after the users are in the building.
- Providing adequate adult supervision (supervisors 19 years of age or older) for a function that juveniles will be attending. The Board reserves the right to require a statement from the user in charge indicating the number of supervisors and qualifications of the adult supervisors.

## 11. Rental Categories and Procedures

11.1 All rental groups are required to contact the Facilities Office in order to secure pertinent rental agreement information.

## 12. Rental Rates

12.1 Fee structures and rental rates are outlined in [AP 510-1 Rental Fee Structure](#) and will be reviewed annually by the Board of Education.

12.2 If a custodian is not regularly scheduled to be on duty for the time of the booking, the cost of providing a custodian will be added to the above rates. For weeknight bookings when a custodian is available, a booking will be charged to offset administrative costs.

12.3 All rental fees must be received at the Facilities Office as per the payment schedule outlined on the rental contract, normally 10 days in advance of the first booking date.

12.4 Rental charges may be waived in exceptional cases by the Secretary-Treasurer, and must be subsequently reported to the Board of Education.

### 13. Exemptions to Policies

13.1 Formal application must be made to the Secretary-Treasurer to secure exemption to any of these procedures.

Appendix [AP 510-1 Rental Fee Structure](#)

References [AP 409 – Use of District Assets](#)  
[AP 511 – Public Use of the Abbotsford Arts Centre](#)  
[AP 515 – Commercial Advertising and Solicitation of Funds](#)

Last Revised: May 2013



## ***AP 510-1 Rental Fee Structure***

(currently under revision)

## AP 511 – Public Use of the Abbotsford Arts Centre

### Background

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The purpose of this procedure is to ensure that the Abbotsford Arts Centre in Abbotsford School District is properly rented, used, and operated.

### Procedures

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#### 1. Rental Conditions

- 1.1 The Abbotsford Arts Centre facility is designed to accommodate a formal relationship between audience and performer. Events that might encourage activities not consistent with this intended use will not be considered for booking.
- 1.2 All users of the Abbotsford Arts Centre will be provided a rental contract which will stipulate the conditions under which the facility is to be rented. Rental agreements will outline facility conditions, accommodation restrictions, fire regulations, guidelines for use of alcohol, advertising and liability coverage.
- 1.3 Rates will be recommended by the Theatre Manager of the Centre and will be based on recovery of operating costs. The Secretary-Treasurer will ensure that rental rates are reviewed annually. Any changes in rates must be approved by the Board.

#### 2. Financial Responsibility and Reporting

- 2.1 The Secretary-Treasurer will provide financial statements reflecting the operation of the Abbotsford Arts Centre to the Board.

#### 3. Priority Use

- 3.1 The Abbotsford Arts Centre will manage all booking requests as designated by the Secretary Treasurer. Bookings that occur yearly and have been confirmed by the group on or before the commencement of the current rental agreement will be rolled automatically into the calendar as long as the required deposit is in place. All other dates will be available on a “first come, first served” basis.

#### 3.2 Priorities will be as follows:

- 3.2.1 Commercial
  - Non-Profit (Category 2)
  - Local Commercial (Category 3)
  - Not Local Commercial (Category 4)
- 3.2.2 School district events (Category 1)

4. Supervision

- 4.1 Only capable and qualified persons will operate technical equipment under the supervision and control of qualified school district personnel, as determined by the Abbotsford Arts Centre.
- 4.2 Renters are required to supply adequate staff to monitor and supervise all persons attending the event. Staff should include a house manager, ushers, ticket-takers, a stage manager, and other personnel as required by the Theatre Manager.
- 4.3 School groups will provide a minimum of two teachers to supervise rehearsals, and six teachers to supervise performances.

5. Rental Procedures

- 5.1 Groups will contact the Abbotsford Arts Centre concerning the availability of facilities. A rental agreement form will be completed and a deposit accepted at that time.

Last Revised: May 2013

## AP 512 – Vehicular and Pedestrian Traffic on School District Property

### Background

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The purpose of this procedure is to safely regulate vehicular and pedestrian traffic on school property.

### Procedures

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1. No person shall drive any motor vehicle, motorcycle, motorbike, or operate any snowmobile or similar machine or ride any bicycle on or over any land owned or administered by the Abbotsford School District or which forms part of a school site, subject to the following exceptions:
  - 1.1 Persons proceeding to or from school buildings on roadways provided for that purpose in the course of delivering or receiving chattels in connection with the operating of the school.
  - 1.2 Persons proceeding to or from school buildings on roadways provided for that purpose in connection with their duties therein, or on other bona fide business with the operation of said school buildings
  - 1.3 Persons proceeding to or from school buildings on roadways provided for that purpose who are students registered by that school having first received authorization.
  - 1.4 Parents, guardians or such other persons, who have received permission, either express or implied, from the Board of Education.
2. No persons shall:
  - 2.1 Operate any motor vehicle, motorcycle, motorbike, or operate any snowmobile or similar machine or ride any bicycle on or over any land owned or administered by the Abbotsford |School District or which forms part of a school site, at a greater rate of speed than ten (10) kilometers per hour unless otherwise posted.
  - 2.2 Park or otherwise leave unattended a motor vehicle, snowmobile or similar machine, upon land which forms part of a school site, other than a recognized parking area set aside for this purpose by the School District unless given express permission by the Board.
  - 2.3 Trespass, cross over or loiter upon any land owned or administered by the Abbotsford District or school site between the hours of 1/2 hour after sunset and 1/2 hour before sunrise without the express permission of the School District.
3. The owner of a motor vehicle or any snowmobile or similar machine shall be held responsible for any violation of this policy by a person entrusted by the owner with the possession of the motor vehicle in respect of any offense otherwise within the scope of this section, and the burden of proving that the

person so in possession of the motor vehicle was not a person entrusted by the owner with the possession of that motor vehicle, shall be on the accused.

4. The provisions of this policy are not intended to restrict the enforcement of the [School Act](#), the Motor Vehicle Act or regulations pursuant thereto, or such other by-laws made by the City of Abbotsford.
5. Except as is otherwise provided in this policy, any person contravening or committing any breach of, or committing any offense against any of the provisions of this policy or who suffers or permits any act or things to be done in contravention or in violation of any of the provisions of this policy, or who refuses, omits or neglects to fulfill, observe, carry out or perform any duty, obligation, matter or thing whatsoever by this policy prescribed or imposed or required to be done is guilty of an offense punishable pursuant to the provisions of the Summary Convictions Act, R.S.B.C. 1960, Chapter 253, and amendments thereto.

Last Revised: May 2013

## AP 513 – Vehicle Accident Reporting and Review

### Background

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The purpose of these procedures is to ensure that appropriate and consistent reporting and review guidelines are followed when Abbotsford School District vehicles are involved in an accident.

### Procedures

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1. A vehicle accident is defined as an event resulting from the operation of a vehicle which causes injury or death to personnel and/or damage to equipment or property.
2. Every vehicle accident must be reported to the Transportation Manager no later than the end of the shift in which the damage has been found or the accident has occurred.
3. Accidents and damage will be reported on a *Driver's Report of Accident* form), which is available from the Transportation Office.
4. Damages resulting from accidents, misuse, or any other cause will be repaired with costs being recoverable under appropriate circumstances.
5. Damages identified during "Pre-Trip" inspections may be treated as "incidents" and not necessarily be subject to full investigation and/or review by the committee.
6. The committee will positively recognize circumstances where care and caution have been evident over long periods with respect to vehicle and student safety.
7. This section provides guidelines for reporting accidents or damages, and identifies the members of the Accident Review Committee (ARC).
  - 7.1.1 The Vehicle Accident Review Committee consists of the following:
    - Secretary-Treasurer
    - Director of Facilities & Transportation
    - Transportation Manager
    - Unionized Employee (Teamster)
    - Teamsters' Union Representative
  - 7.1.2 The committee will review all major accidents, damages or personal injuries as reported under this policy and complete an *Accident Investigation Report*. This requirement may be set aside at the discretion of the Secretary-Treasurer.

## 8. Inspections

8.1 Responsibility for vehicle inspection will be as follows:

8.1.1 Drivers must inspect their assigned vehicle daily

8.1.2 Drivers must ensure they properly complete a *Vehicle Defect Report* and submit the completed report to the Transportation department:

- District vehicles – weekly
- School busses - daily

8.1.3 Mechanics will inspect all vehicles while performing routine maintenance or repair work

## 9. Vehicle Repairs

9.1 The Transportation manager will provide estimated costs of repairs, broken down by parts and labour, not later than five (5) working days after receiving and investigating the *Driver's Report of Accident*.

## 10. Reporting

10.1 Information provided during the Vehicle Accident Investigation process will be compiled for statistical use by the Transportation Manager and the Secretary-Treasurer.

10.2 If employees misuse an assigned vehicle, disciplinary and/or cost recovery procedures may be initiated at the discretion of the Director of Facilities or the Accident Review Committee.

Date Last Revised: May 2013

## AP 514 – Animals on School District Property

### Background

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The purpose of this procedure is to ensure the greatest possible level of safety for students and staff with regards to animals on school district property and in school buildings.

### Procedures

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1. In general, animals are not permitted to be on School District property or in school buildings at any time, whether during school hours or not. This general prohibition includes dogs, cats, birds, and other pets, and especially applies to potentially dangerous exotic animals.
2. Some exceptions will be permitted, only with the prior approval of the principal, as follows: seeing eye dogs, police dogs under the control of a police officer, pets for show-and-tell, small pets kept in the classroom under the supervision and care of a teacher, or a demonstration at a school assembly. Under no circumstances will venomous snakes and insects be allowed on School District property or in school buildings.
3. The principal must give prior approval before **ANY** animal is allowed on School District property or in school buildings, after taking into account any allergies or specific concerns, etc. anyone in the school may have. The principal will only be able to give approval for the exceptions listed above. Any requests that fall outside of this policy shall be referred to the Superintendent.
4. Release forms signed by the parents/guardians may be required if there is any chance that a demonstration animal may be dangerous to students.
5. This procedure should be included in the student handbook so that all students and parents are aware of the rules.

Last Revised: May 2013



## AP 515 – Commercial Advertising and Solicitation of Funds

### Background

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The purpose of this procedure is to provide guidelines pertaining to solicitation and advertising by outside organizations, commercial enterprises, and individuals in schools and on school district buildings, grounds, and vehicles.

### Procedures

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1. Outside organizations will not be permitted to advertise events through the school or use students to sell tickets, except for activities sponsored or approved by the principal (in consultation with the parent advisory council) and reviewed by the Secretary-Treasurer (for possible conflict with district contracts).
2. All information, advertising, tickets, and other materials must bear the name of the sponsor.
3. The title 'Board of Education of the Abbotsford School District' will not be used on any materials, notices, or advertising without the specific consent of the Superintendent.
4. The school district email will not be used to distribute advertising materials to schools or students.
5. Commercial or 'not for profit' advertising in or on School District buildings, grounds or vehicles may be accepted subject to the following conditions.
  - 5.1 Advertising is permitted with the written approval of the Superintendent
  - 5.2 No commercial advertising shall be accepted which profiles alcoholic beverages, tobacco products, any controlled substances or stimulant drugs, contraceptives, personal hygiene products, political messages/parties, medications, messages with sexual overtones or other products/services deemed objectionable by the Board of Education. Only wholesome and healthy products and messages will be considered.
6. The focus of commercial advertising on school buildings, grounds or vehicles is to convey a message to the general public. Messages will be placed in a manner that minimizes exposure to students.

Last Revised: May 2013

## AP 516 – Energy, Environment and Conservation

### Background

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The purpose of this procedure is to ensure that every reasonable effort is made to conserve energy and natural resources within the school district. The Board of Education will support initiatives that ensure the most efficient, effective, and economic use of energy resources.

### Procedures

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1. It is the collective responsibility of all district personnel to educate students such that they will develop an innate responsibility to conservation, both inside and outside of the school district.
2. The fulfillment of this mandate is the joint responsibility of the Board of Education, principals/vice-principals, teachers, support staff and students. The Secretary-Treasurer (or designate) shall establish an energy management plan that includes, but is not limited to, the following components:
  - 2.1 Integration of environmentally sustainable considerations into the school district’s business decisions related to:
    - Lighting
    - Heating, ventilation, air conditioning systems
    - Renovation and new construction
    - Recycling programs
  - 2.2 Purchasing policies that encourage suppliers to meet or exceed the district’s environmental management standards.
  - 2.3 Mechanisms to regularly assess and continually improve the district’s environmental sustainability performance.
  - 2.4 Mechanisms to report progress to the Board on energy management and sustainability on an annual basis.
3. The Director of Facilities will be responsible for managing all expenditures, and for formulating and implementing the energy management plan.
4. The Manager of Energy Conservation will be responsible for tracking and monitoring energy consumption, and for coordinating energy management and sustainability activities with principals/vice-principals, teachers, support staff, and students.
5. The school principal will facilitate energy management programs and procedures at the school. Efficient use of the various energy systems of each school will be the joint responsibility of the principal and the Director of Facilities.
6. Teachers and support staff will use a variety of curricular materials to provide the opportunity for students to participate in energy management initiatives.

Last Revised: May 2013

## AP 517 – Construction Project Safety

### Background

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The purpose of this procedure is to ensure that students, staff, and visitors at the Abbotsford School District facilities are safe during periods of renovation or construction.

### Procedures

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The Abbotsford School District will instruct bidders, through tender documentation, of the requirement to meet the following measures. This procedure must be followed to ensure project safety.

1. Contractor
  - 1.1 Before beginning work at any site, meet with district project manager and the building/school administrator to determine requirements for construction traffic, quiet time, work routines, and any other concerns relevant to the particular project site.
2. Building/School Principal & District Project Manager
  - 2.1 Before construction begins, tour the site to:
    - ensure the impacted areas are secured
    - review all fire and emergency exits and procedures
    - establish emergency contacts and telephone numbers
    - agree on a contractor site representative
3. District Project Manager
  - 3.1 Before construction begins, hold a meeting to review the scope of the project and the measures that have been implemented for minimizing disruption and ensuring occupants' safety. The following parties will attend the meeting:
    - Parent Advisory Committee Representatives
    - School/Building Administrator
    - Architect Representatives
    - Contractor Representatives
  - 3.2 During construction, hold regular site meetings. Schedule special site meetings as required or requested.
  - 3.3 When construction is complete, hold a meeting to evaluate the effectiveness of the project and make recommendations for future project. Forward the recommendations to the Secretary-Treasurer.

- 3.4 Ensure that the specific project requirements are published and distributed to:
  - architects and consultants
  - contractors and sub-contractors
  - principal/vice-principal
4. Construction Materials, Equipment, and Vehicles
  - 4.1 Heavy equipment or construction vehicles will not enter or exit the site during a 40 minute period before the entry bell and after the dismissal bell, or at recess and lunch times. Whenever contractor or supplier vehicles are around the site, the contractor will provide properly trained and equipped flag-persons to direct traffic.
  - 4.2 Equipment or vehicles will not be parked, and materials will not be left unattended, outside the fenced working area.
  - 4.3 Material deliveries to the site will be coordinated with the installation requirements. Materials will not be routinely stored on site. If on-site storage is absolutely necessary, the contractor will provide the security needed to prevent theft and vandalism.
5. Noise, Dust and Odours
  - 5.1 Any demolition required to connect new construction to an existing building will be scheduled as close to the end of the project as possible to protect school occupants from noise, dust, and odour. Additions to existing facilities and work within existing areas will generally be:
    - done after normal school hours or during school holidays
    - sealed off from occupied areas with plastic sheeting
    - vented to remove odour and dust
6. Weather permitting; facilities under construction should have windows and exterior doors left open to remove dust and odours. As much time as possible should be scheduled before the school is occupied to permit natural ventilation, as well as the set-up of the air handling system.
7. When excessive noise, dust, or offensive odour is unavoidable, work will be coordinated with district staff.
8. Restricted Areas
  - 8.1 Construction workers or suppliers will not enter existing occupied areas, except electrical rooms, mechanical rooms, or other areas to which access is required to carry out the work of the contract. Loitering in occupied areas or engaging students in conversation will not be tolerated. All school sites are non-smoking areas.
  - 8.2 Anyone found in violation of these or any other district rules of behavior will immediately be banned from the site.

Last revised: May 2013

## AP 518 – Architectural Services

### Background

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The purpose of these procedures is to ensure that appropriate architectural services are selected for capital construction projects in the Abbotsford School District, so that the projects are developed in compliance with specific guidelines and requirements.

### Procedures

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1. Architectural services will be selected for capital construction projects consistent with the following:
  - 1.1 Building parameters and guidelines established by the Ministry of Education
  - 1.2 Requirements for quality and consistency of design
  - 1.3 Requirement for provision of standardized systems and processes to facilitate the ongoing maintenance of district buildings
  - 1.4 Meeting educational requirements established by the school district
  - 1.5 Financial parameters established by the district and Ministry of Education
2. When a capital construction project is approved by the Ministry of Education, the district will invite submissions from a number of qualified firms to provide architectural services for that project.
3. Architectural services for an addition to an existing building will ordinarily be contracted to the firm that designed the original building, unless the Secretary-Treasurer determines sufficient reason to select another firm. In making this determination, the following factors will be considered:
  - The volume and complexity of work currently under contract to the original firm
  - The architectural firm's record of performance with the district and evidence of recent experience with other clients
  - The ability of the original firm to serve the needs of the district
4. The Secretary-Treasurer, who is designated responsibility for administering the Board's Capital Building Program, will determine the need to assign architectural services. Each building project will be considered individually when selecting architectural services.
5. As needed, the district will place a public advertisement inviting expressions of interest from qualified firms. The advertisement will indicate the projects under consideration that require architectural services. A qualified firm has a recent record of successfully completing projects similar in size, scope, and complexity to the project under consideration.
6. From the submissions received, a minimum of four qualified firms will be contacted in writing to request a detailed proposal, including a summary of the firm's related experience, available personnel, schedule of fees, and services offered.

7. Each firm that submits a detailed proposal will be interviewed to fully investigate its qualifications and experience. Each firm interviewed will be asked a series of common questions to ensure that all submissions are evaluated fairly.
8. A comprehensive reference check will be conducted of the recent clients of each firm interviewed.
9. The selection of an architectural firm will be based on the following criteria:
  - ability to perform the work required
  - schedule of fees
  - supplementary services available
  - availability of qualified personnel
  - ability to respond to district needs
10. The Secretary-Treasurer will recommend a selection to the Board, who will make the final appointment.
11. All firms interviewed will be notified in writing of the final selection.

Last Revised: May 2013

## AP 519 – Keys

### Background

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The purpose of these procedures is to maintain the security of the Abbotsford School District buildings and its contents, and to establish responsibility for key control within the district. This section provides guidelines covering key control, after-hours access, and entry to restricted areas.

### Procedures

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1. The Secretary-Treasurer, or designate, may issue keys for school buildings, and then only to the facility administrator.
2. The facility principal or site manager is responsible for ensuring that these control guidelines are established and followed:
  - 2.1 The facility principal or site manager should maintain a current list of names of all school personnel who have been issued keys on an approved *Key Issue Signature Form*, which is available from the Facilities Department. A copy of this list will be forwarded to the Facilities Department and will be updated by the facility administrator.
  - 2.2 Each staff member to whom keys have been issued by the school administration should be informed of the following:
    - 2.2.1 Keys are for that staff member's personal use
    - 2.2.2 The lending to others or the duplicating of keys is forbidden under any circumstances
    - 2.2.3 Loss of any school district key must be reported immediately to the facility administrator
    - 2.2.4 Use of keys to enter a facility for personal use is prohibited
  - 2.3 Anyone who knows that keys have been issued to an unauthorized person should report it to the facility administrator, who will advise the Facilities Department. Appropriate action will be taken to ensure that the security of the building is maintained.
  - 2.4 The facility administrator, on receiving a report of lost keys, will immediately notify the Facilities Department in writing.
  - 2.5 The facility administrator will retrieve all keys when an employee terminates employment, or when an employee is on extended leave.
  - 2.6 Employees authorized to enter schools, facilities, and restricted areas after hours will be limited to personnel who have obvious need to enter—that is, administrators, teachers, maintenance personnel, custodians and authorized representatives of organizations with whom the school district has entered into formal agreement for the use of its facilities.
  - 2.7 Restricted areas are defined as areas that meet any or all of the following conditions:
    - Pose a potential safety hazard



- House special equipment or information
- House confidential information or records, including private offices
- Areas used to store supplies, equipment, or records

2.7.1 Entry into restricted areas is limited to personnel directly involved with the supervision, operation, or maintenance of the equipment or area. All other personnel are prohibited from entry without the express permission of the facility administrator or the Secretary-Treasurer or his designate.

3. Keys for Schools – These keys will only be issued to the facility administrator. All keys must be signed for.
4. Keys for School District Administration Building – These keys will be issued only on the authority of the Secretary-Treasurer or his designate; or by requisition of the Superintendent to the Secretary-Treasurer, with the exception of temporary loan keys, which may be authorized by Facilities Department.
5. Keys for the Facilities Building – These keys will be issued to and signed for by the Director of Facilities.
6. Keys for Custodians and Maintenance Personnel – These keys will be issued to and signed for by Facilities Department Supervisors, as authorized by the Director of Facilities.
7. Alarm Keys – For security reasons, the issuance of alarm keys will be strictly limited. Key lock boxes containing an alarm key for the building have been installed in all school district buildings. The lock box is keyed to the front door key, so a front door key will allow access to the building and the alarm panel. Under normal circumstances, a separate alarm key will not have to be issued.
  - 7.1 The only school district staff who qualify for a separate alarm key are the facility managers (principal, vice-principal or the principal’s designate) responsible for opening the building in the morning and locking up in the evening, and the head custodian. All other school district staff will be required to use the alarm key in the lock box. When an alarm key is issued, the person issuing the key must ensure that the individual using it is familiar with the operation of the alarm system.
8. District Grand Master – For security reasons, the issuance of these keys will be strictly limited. Issuance must be authorized by the Secretary-Treasurer. The district grand master key will not be allotted to schools.
9. Exterior Master Keys or School Master Keys – These keys are issued to the principal upon written request with the approval of the appropriate Assistant Superintendent.
10. Interior Master Keys – These keys are issued to the principal upon written request with the approval of the appropriate Assistant Superintendent.
11. Main Door/Alarm Box Keys – These keys are issued to the principal upon written request and with the approval of the appropriate Assistant Superintendent. All keys will be re-issued at the discretion of the principal, who is solely responsible for ensuring that the teaching and clerical staff assigned to the school keeps the school secure.
12. Zone Keys – These keys are re-issued at the principal’s discretion.

13. The following keys will be allotted as required by the principal:

- exterior building master
- interior building master
- building main entry
- building main zone
- alarm

14. After Hours and Weekend Access to Buildings

14.1 In buildings with different areas, the facility administrator is responsible for establishing a system to ensure that personnel are not trapped by someone turning on the alarm without realizing that others are still in the building. Since most buildings have different floor plans, each school should develop its own system.

15. Key Audit

15.1 Once per year, all keys must be accounted for. By the end of the first week in July at the latest, schools will return all keys to a designated key cabinet for audit. Keys required during the summer may be signed out immediately. A copy of the school's key inventory and any signature sheets for keys that have been signed out for the summer must be left in the key cabinet, so that all keys may be accounted for during the summer audit.

Last Revised: May 2013

## AP 520 – Video Surveillance in Schools

### Background

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The purpose of this procedure is to provide guidelines with respect to video surveillance in schools. In certain situations, controlled video surveillance can contribute to the safety of students, employees and others on district premises.

### Procedures

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1. Video surveillance camera locations must be authorized by the Superintendent (or designate) of the School District. Any change in camera location must be authorized in the same manner.
  - 1.1 Video surveillance, like other forms of student supervision, must be carried out in a way that respects student right to privacy. Recordings are recognized to be subject to the provisions of the [\*Freedom of Information and Protection of Privacy Act\*](#).
  - 1.2 Before video surveillance is introduced or expanded, a report must be provided to the Superintendent of Schools describing the circumstances that indicate the necessity of having surveillance at each location, including consideration of less invasive alternatives.
  - 1.3 The School Planning Council must be consulted prior to the installation and operation of video surveillance cameras.
  - 1.4 The periods of surveillance of public areas should be minimized.
  - 1.5 Public notification signs, clearly written and prominently displayed, must be in place in areas that are subject to video surveillance. Notice must include generic contact information of the building administrator or designated staff person who is responsible for answering questions about the surveillance system. Any exception to this, such as for a time-limited specific investigation into criminal conduct, must be authorized by the Superintendent on the grounds that covert surveillance is essential to the success of the investigation and the need outweighs the privacy interest of the person likely to be observed. Covert surveillance may not be authorized on an ongoing basis.
  - 1.6 Video surveillance is not to be ordinarily used in locations where appropriate confidential or private activities/ functions are routinely carried out. (e.g., bathrooms, change rooms, private conference/meeting rooms). The Superintendent will authorize any exception to this on the grounds that no other supervision option is feasible and that the need is pressing and outweighs the privacy interest of the student or other person likely to be observed. Surveillance of such locations may not be authorized on an ongoing basis.

2. Security/Privacy
  - 2.1 Only a designated employee or agent of the School District will install video cameras
  - 2.2 Recordings shall be stored in a locked filing cabinet in an area to which students and the public do not normally have access.
  - 2.3 Recordings may never be sold, publicly viewed or distributed in any other fashion except as provided for by this policy and appropriate legislation.
  - 2.4 All video recordings that are in use must be numbered and dated for identification. When recordings are erased and reused, they must be re-numbered and re-dated.
3. Recordings will be viewed by the superintendent or designate.
  - 3.1 In accordance with provisions outlined in the [\*Freedom of Information and Protection of Privacy Act\*](#), parents or guardians may request to review a segment of a recording that includes their child/children. Students may view segments of a recording relating to them if they are capable of exercising their own access to information rights under the [\*Freedom of Information and Protection of Privacy Act\*](#).
4. Retention of Recordings
  - 4.1 Where an incident raises a prospect of a legal action, the recording, or a copy of it, shall be sent to the Secretary-Treasurer's office.
  - 4.2 Recordings shall be erased within one month unless they are being retained at the request of the building administrator, Board Office, employee, parent or student for documentation related to a specific incident, or are being transferred to the Board's insurers.
  - 4.3 Recordings retained under 4.2 above shall be erased as soon as the incident in question has been resolved, except that if the recording has been used in the making of a decision about an individual, the recording must be kept for a minimum of one year, as required by the [\*Freedom on Information and Protection of Privacy Act\*](#).
5. Review
  - 5.1 Each building principal is responsible for ensuring that video monitoring is to be carried out in accordance with this policy and these procedures.

Reference [AP 332 – Search and Seizure](#)

Last Revised: May 2013

## AP 521 – Tree Removal

### Background

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The Abbotsford School District places significant value on the trees that grace our community, and desires to ensure that trees are removed only when absolutely necessary, with appropriate consultation, and only with the proper approval.

### Procedures

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1. Definition
  - 1.1 For the purpose of this procedure a “tree” is defined as a member species of coniferous or deciduous genus with a trunk diameter greater than 20 cm measured 90 cm above the ground. (Reference: City of Abbotsford Consolidated [Tree Protection By-law](#), 1995, By-law No. 55-95, Interpretation.)
2. Tree Removal
  - 2.1 Whenever a tree on school district property is identified as a candidate for removal, for whatever reason, school district staff shall follow this procedure to ensure that all interested stakeholders are consulted prior to any removal taking place.
  - 2.2 Trees may only be removed with the express consent of the Secretary-Treasurer.
  - 2.3 The only exception to this consultation procedure will be when a tree is a serious hazard to people and/or property and it must be removed immediately. In such a case, the approval of the Director of Facilities shall suffice.
  - 2.4 Wherever possible the removed trees will be replaced by new trees as per City By-law.
  - 2.5 Concerns about either the health and/or stability of a tree shall be referred to the Facilities (Grounds) Department.
  - 2.6 The Grounds Department will make an initial assessment and engage an arborist if concerns or doubts exist.
  - 2.7 If the arborist’s report includes removal recommendations, these recommendations will be reviewed with the City’s By-laws enforcement officer.
  - 2.8 A Grounds Department representative will review the arborist’s report with the school principal. The principal will review the report with staff and at the next Parent Advisory Committee (PAC) meeting and solicit and document feedback on [AP 521-1 Tree Removal Feedback Form](#). This form is then forwarded to the Facilities Department - Director of Facilities.

- 2.9 The Director of Facilities will then forward to the Secretary-Treasurer:
- A recommendation concerning the trees in question
  - The arborists report
  - The feedback form from the school and the PAC
- 2.10 In the event that a tree poses an imminent danger (i.e. tree falling) that could result in an injury or hazard, the tree will be removed immediately.

Appendix [AP 521-1 Tree Removal Feedback Form](#)

Last Revised: May 2013

### ***AP 521-1 Tree Removal Feedback Form***

The process for tree removal includes the requirement that the grounds department staff review the arborist’s report with the school principal who in turn will review it with staff and parents at the next PAC meeting. The principal/staff will complete this form and forward it to the Director of Facilities.

Date Received by School: \_\_\_\_\_

School: \_\_\_\_\_

Number of Trees to be removed: \_\_\_\_\_

Principal’s/Staff Comments:

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PAC Comments:

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Principal’s Signature: \_\_\_\_\_

## AP 522 – Financial Reporting System

### Background

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The purpose of this procedure is to ensure the financial integrity of public accounts of the Abbotsford School District. This section provides a brief overview of the financial reporting system.

### Procedures

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1. The Secretary-Treasurer will develop a system of accounts for use by the school district that conforms with the principals, practices, and codes established by the Ministry of Education.
2. The Secretary-Treasurer will also prepare for the information of the Board of Education’s monthly financial statements reflecting the financial position of the school district as of the last day of the preceding month. These statements will reflect obligations incurred and those already paid. Other financial records will be presented periodically as determined necessary by the Board or Administration.