



POLICY DEVELOPMENT COMMITTEE
December 4, 2018
4:30 p.m.
District Education Office

AGENDA

- 1. Call to Order K Nelson
- 2. Nomination of Chair
- 3. Approval of Agenda Chair
- 4. Approval of Minutes – October 2, 2018 Page 1 Chair
- 5. Draft Revised Policy #7530 – Challenge, Equivalency, External Credit, Post Secondary
Credit, and Independent Directed Studies Page 5 K Bird
Other district policies Page 19
- 6. Draft Revised Policy #7310 – Student Participation in Extra-Curricular Physical
Activities Page 43 K Bird
Other district policies Page 48
- 7. Draft Revised Policy #4033 – Smoking, Tobacco, the Use of Vapour Products
And Cannabis Page 66 K Nelson
Deputy Minister’s Bulletin..... Page 69
- 8. Draft Revised Policy #7400 – Student Involvement with Alcohol, Intoxicants,
or Illegal Drugs..... Page 70 K Nelson
Impairing Substances in the Workplace Toolkit Page 74

Next Meeting: January 29, 2019
District Office

ADJOURNMENT

**BOARD OF EDUCATION
SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)**

**DRAFT MINUTES OF THE POLICY DEVELOPMENT COMMITTEE MEETING
October 2, 2018**

PRESENT:

Board Representatives:

John Koopman	Chair
Linda Kerr	Trustee

Committee Representatives:

Rosalee Floyd	Principal	FCPVPA
Amy Smith	President	FCTA
Laurie Hansen	Staff	CMAW
Darlene Smith	Support staff	CMAW
Kristen Peters	Teacher	FCTA

District Staff:

Karen Nelson	Superintendent
Natalie Lowe	Secretary-Treasurer
Kevin Bird	Assistant Superintendent
Laurie Bjorge	Recording Secretary

Regrets:

Debra Schneider	AEC	
Brad Bourel	Staff	CMAW
Diana Savoie	Parent	AEC
Heather Stewin	Trustee	
Patsy Graham	Principal	FCPVPA
Jessica Kampen	Parent	DPAC
Wendy Clark	Parent	DPAC

1. Call to Order

The meeting was called to order by the Superintendent at 4:30 p.m. in the District Board office.

2. Approval of Agenda – October 2, 2018

The Superintendent noted that agenda item #2 – Nomination of Chair, should be tabled due to upcoming Elections.

FLOYD/KERR

THAT the agenda of the Policy Development Committee meeting held on October 2, 2018 be approved as amended.

Carried

3. Approval of Previous Minutes – April 24, 2018**KERR/FLOYD**

THAT the minutes of the Policy Development Committee meeting held on April 24, 2018 be approved as presented.

Carried

4. Draft Revised Policy #7350 – Nutrition in Schools

The Superintendent reviewed the draft amended policy noting that some changes were brought in from other districts.

D.SMITH/FLOYD

THAT draft revised *Policy #7350 – Nutrition in Schools* be presented to the Board of Education for first reading, as amended.

Carried

5. Draft Revised Policy #4000 – School Closures – Emergency Situations

The Superintendent reviewed the draft revised policy noting the addition from Kootenay Columbia's policy.

KERR/A SMITH

THAT draft revised *Policy #4000 – School Closures – Emergency Situations* be presented to the Board of Education for first reading, as amended.

Carried

6. Draft Revised Policy #XX – Accumulated Operating Surplus - Information

The Secretary-Treasurer addressed the need for this policy as recommended by the Ministry. The Secretary-Treasurer explained why the district ended up in surplus as a result of funding protection. The regulation is created to leave the Board of Education with latitude to be flexible.

This Policy will be shared with Budget committee who serves as the audit committee.

The principle is not to build up the reserve but not to waste it. The Ministry suggests a 3% of budget standard for a reserve.

KERR/HANSEN

THAT draft new policy #XX – *Accumulated Operating Surplus* be presented to the Board of Education for first reading.

Carried

7. Draft Revised Policy #4020 – Permanent School Closures

The Secretary-Treasurer reviewed the draft revised policy. The policy is a derivative of the requirements under the School Act.

HANSEN/D SMITH

THAT draft revised *Policy #4020 – Permanent School Closures* be presented to the Board of Education for first reading, as amended.

Carried

8. Draft Revised Policy #4040 – Purchasing and Tendering

The Secretary-Treasurer reviewed the draft revised policy. The Secretary-Treasurer is recommending the amount for Principals, the Director of Maintenance and Transportation, and the Transportation Supervisor, to seek approval for single item purchases be increased from \$25,000 to \$30,000 due to increased costs.

HANSEN/A SMITH

THAT draft revised *Policy #4040 – Purchasing and Tendering* be presented to the Board of Education for first reading, as amended.

Carried

9. Draft New Policy #1040 – Role of Trustee Liaison at PAC

The Assistant Superintendent reviewed the new policy as it has come back from first reading from the Board of Education. The language clears up the confusion as to who is bringing an issue to Board of Education, the liaison or the PAC.

KERR/D SMITH

THAT draft new Policy #1040 – *Role of Trustee Liaison at PAC* be presented to the Board of Education for first reading, as amended.

Carried

10. Draft Revised Policy #7530 – Challenge, Equivalency, External Credentials, Post Secondary Credit, and Independent Directed Studies

New information was brought forth after package went out. The Committee began to discuss, however, due to time the Committee agreed to end discussion and continue at the next meeting.

KERR/D SMITH

THAT the Committee table the discussion until the next meeting.

Carried

11. Draft Revised Policy #7310 – Student Participation in Extra-Curricular Physical Activities

KERR/D SMITH

THAT the Committee table the discussion until the next meeting.

Carried

12. Questions/Comments

N/A

Next Meeting

December 4, 2018

Location: District Education Office

Adjournment

The meeting adjourned at 6:15 pm

/KERR

THAT the meeting be adjourned.

Carried

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7530

DATE: 97-10-14

REVISED: 2004-11-09

SUBJECT: **CHALLENGE, EQUIVALENCY, EXTERNAL CREDENTIALS,
POST SECONDARY CREDIT, AND INDEPENDENT DIRECTED
STUDIES**

PREAMBLE:

~~————— This policy rescinds former policies related to challenge and equivalency credits in the 1995 Graduation Program, and extends provisions for learning credit towards graduation to Grade 10 in the 2004 Graduation Program.~~

POLICY:

The School Board recognizes that learning is a life-long activity. Students learn in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program. As such, students may earn challenge credits, equivalency credits, external credentials, credits for post secondary studies, and independent direct studies credits towards graduation as set out in the regulations.

Although the board recognizes credit-earning opportunities as set out in the regulations, the Fraser Cascade School District assumes no liability, financial or otherwise, for students who enroll in courses or programs offered by other jurisdictions or institutions.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 7530 R

DATE: 97-10-14

REVISED: 2004-11-09

SUBJECT: **CHALLENGE, EQUIVALENCY, EXTERNAL CREDENTIALS,
POST SECONDARY CREDIT, AND INDEPENDENT DIRECTED
STUDIES**

1. Equivalency Credits: (For Documented Prior Learning)

This Policy describes how secondary schools award credit to students who have successfully completed an equivalent Grade 10,11 or 12 course form an educational jurisdiction or institution outside the B.C. school system.

- a. All secondary students, with the exception for some international students (see the [International Student Graduation Credit Policy](#)), are entitled to apply for an *Equivalency Review* of their documented prior learning;
- b. Principals will award credit to students based on equivalency for grades 10, 11, and 12 Ministry developed courses, and for board authorized courses;
- c. There are no limit to the number of credits that students may be granted for equivalency;
- d. In order to receive credits through Equivalency, students must provide the appropriate documentation as proof of successful completion of the course;
- e. Students will not be charged for *Equivalency Reviews*; however, students may be asked to provide translations if documents are not in English or French;
- f. Schools will award equivalency credits when there is a match of 80% or more of the learning outcomes to either a Ministry-developed or board authorized Grade 10, 11 or 12 course, and when there is a demonstrated comparison of the learning standards, depth and breadth of coverage of the subject matter, and a comparison of the assessment standards as determined by course or program descriptors, outlines, and/or plans;
- g. Schools will report a letter grade and percentage to all credits awarded through Equivalency. If a percentage is not available on the transcript being evaluated for Equivalency Credit, then schools will award the mid-

point percentage of the letter grade assigned on the transcript under review;

- h. If it is not possible to determine either a letter grade or percentage from the documentation, then schools will indicate the grade as “*Transfer Standing (TS)*”;

2. Challenge Credits: (Undocumented Prior Learning)

This Policy describes how secondary schools award credit to students who can demonstrate prior learning.

- a. All secondary students, with the exception for some international students (see the [International Student Graduation Credit Policy](#)), are entitled to apply for a free of charge *Challenge Credit Review* of their undocumented prior learning provided the student has not previously taken and been awarded credit for the course under challenge;
- b. Non-enrolling students will be charged an assessment fee of \$125.00 for each Ministry-approved course challenged. The Board will not assess non-enrolling students for *Challenge Credits* for Board Authorized Courses;
- c. Enrolling students may challenge for credits, courses offered in other district schools as per this policy or for courses offered in other school districts as per their course challenge policies and regulations;
- d. There is no limit to the number of courses that may be awarded through *Challenge*, though a student may only challenge a particular course once;
- e. Schools will first review all documentation of prior learning a student presents to determine if credit can be awarded through *Equivalency* before a student undertakes a *Challenge* process;
- f. Students should be able to first 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. School staff, in consultation with students and parents, will make the decision about readiness;
- g. Schools will award Challenge credits when the student demonstrates competency of at least a C- or 50% standing based upon the same exit standards as students who have taken the course through enrollment;
- h. Students will be assessed for Challenge credits through, for example, laboratory demonstrations, oral performances, interviews, written examinations, presentations of a collection of portfolio work and/or any other relevant assessment means as determined by the school principal;

- i. For reporting and transcript purposes, schools will assign a letter grade and percentage or, when a percentage cannot be determined, a TS “Transfer Standing” to all credits awarded through *Challenge* processes.

3. External Credentials: (Ministry-Approved Documented Prior Learning)

This Policy describes how students earn credit towards graduation through external credentials provided by the ministry.

- a. All secondary students enrolled with the school board are entitled free of charge, a review to determine any credits earned for *Ministry-Approved Credentials*;
- b. There is no limit to the number of credits a student may earn for *Ministry-Approved Credentials*. However, there may be credit restrictions between credentials where the external courses or programs are deemed to be equivalent. It is the responsibility of the Board to ensure that students do not receive double credit for credentials deemed equivalent. Credit restrictions are available on the [Course Registry website](#);
- c. Although schools will provide assistance for students in determining whether or not Ministry-Approved Credentials will assist each student in meeting his/her post-secondary entrance requirements, it is the responsibility of students and parents to verify admission requirement for the post-secondary institutions they plan to attend;
- d. Students must provide the school principal with the appropriate documentation proving successful completion of the external assessment, course or program;
- e. Students may earn credits for *Ministry-Approved Credentials* earned prior to entering grade 10;
- f. For reporting and transcript purposes, schools must assign all credits received as a result of an external credential either a letter grade and percentage (if possible to determine) or “*Transfer Standing*” (TS).

4. Credit for Post-Secondary Courses

This policy describes how students earn credit towards graduation by earning credit for courses at specific Post Secondary Institutions. 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.

- a. Schools will review, free of charge, students' transcripts upon request to determine if they are entitled to earn any credits for post-secondary courses as listed in the most recent edition of the *British Columbia Council on Admissions and Transfer Guide (BCCAT)*, as specified in individual *Career Technical Center (CTC)* program agreements or as included in a BC public post-secondary institution's calendar as a course leading to a credential of one year or less, a two-year diploma or a four year degree. **Applicable post-secondary level courses count towards the required number of Grade 12 level credits needed to satisfy graduation requirements;**
- b. Credits granted for post-secondary courses will be reported using course codes listed in the online [Course Registry](#);
- c. For reporting and transcripts purposes, schools will assign all credits earned at a post-secondary institution a letter grade and percentage. Such courses will be awarded four credits, regardless of the number of credits indicated on the post-secondary institution's transcript, unless the course is offered in modules. Credits for modules will be granted proportionate to 4 credits for the whole course;
- d. Adult Basic Education Courses (ABE) do not count for dual credit.

5. Independent Directed Study (IDS)

This policy enables students to initiate their own area of learning and to receive credit towards graduation. The Policy allows schools to recognize learning in a Ministry developed or Board Authorized course that a student may not have completed. This policy is not a student entitlement but an enabling policy intended to encourage schools to allows students to pursue studies of interest.

- a. Schools may allow students to take independent directed study courses to initiate the student's own areas of learning, to recognize prior learning in a ministry or board authorized course for which the student did not complete, and to receive credit for graduation;
- b. Schools may work with students to develop IDS courses that are based upon the learning outcomes from any Ministry-approved or Board-Authorized grade secondary course. Students may pursue learning in depth of one or more learning outcomes, or may study more broadly a wide variety of learning outcomes from a single course;
- c. IDS credits may only be used to satisfy elective requirements;
- d. Students may earn 1, 2, 3 or up to 4 credits for a single IDS course or for a portion of a course, but there is no limit to the total number of IDS credits a student may earn. Grade 12 IDS credits may count toward the maximum of 16 grade 12 credits required for graduation;

- e. The number of credits a student may earn will be set out in a plan developed by the student and a teacher, and approved by the principal and the student's parent/guardian;
- f. For reporting and transcript purposes, schools must assign all credits received from an independent-directed study a letter grade and percentage.
- g. When students complete a portion of the outcomes of a course, schools may report their achievements to the Ministry using IDS credits by pro-rating the credit value by the percentage of course outcomes completed.



Earning Credit through Equivalency, Challenge, External Credentials, Post Secondary Credit and Independent Directed Studies

Date came into force or revised

Revised June 2018; in effect July 1, 2018

Status

Current

Policy statement

Students may earn credits toward graduation in a variety of ways. In addition to earning credits by successfully completing courses delivered by a B.C. public or independent school, students will be awarded credits through this policy.

Rationale

Learning is a life-long activity. Students learn in a variety of ways, some of which take place outside of British Columbia or outside of the regular secondary school program. Schools will grant credit towards graduation for learning that has been assessed and matches or exceeds provincial, national or international standards.

Authority

- See Ministerial Order 302/04, the Graduation Program Order

Policy in full

Although students are entitled to receive credit, as set out below, the Ministry of Education assumes no liability, financial or otherwise, for students who enroll in courses or programs offered by other jurisdictions or institutions.

Since September 1997, all Boards of Education are required to have Equivalency and Challenge procedures in place. These procedures must comply with the Ministry's Equivalency and Challenge policies, below.

Equivalency Policy (Documented Prior Learning)

This policy describes how secondary schools award credit to students who have successfully completed an equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the B.C. school system.

The Ministry of Education may make determinations about equivalency that apply to all students. Such determinations will be listed in the Handbook of Procedures for the Graduation Program or online Course Registry.

With some exceptions for international students (see the International Student Graduation Credit Policy for further information), all students enrolled with a board of education are entitled to apply for an equivalency review of their documented prior learning.

Schools will award credit based on equivalency for Grades 10, 11 and 12 Ministry-developed courses (including courses with a Graduation Program Exam) and Board Authorized courses.

There is no limit to the number of credits students may be awarded through equivalency.

Boards of education must not charge students for equivalency reviews; however, students may be asked to provide translations if documents are not in English or French.

Procedures for Equivalency

Schools will award credit through equivalency following the procedures of the board of education.

For the purpose of determining equivalency, comparison of courses may be based on factors such as the following:

- comparison of learning standards
- comparison of general subject matter
- comparison of depth or breadth of coverage of subject matter
- comparison of assessment methods, instruments, and standards.

To be deemed equivalent, sufficient content should have been covered to enable the student to be successful in further learning in the content area. For a Grade 11 or 12 course, there should be a match of approximately 80 percent or more of learning standards .

In order to receive credits through equivalency, students must provide the appropriate documentation as proof of successful completion of the course.

For reporting and transcript purposes, schools should assign a letter grade and percentage to all credits awarded through equivalency. If the student's documents show only a letter grade or level, schools may choose to assign a percentage, based on the mid-point of the matching British Columbia letter grade range. Schools may use "Transfer Standing" (TS) if it is not possible to determine a letter grade and a percentage from the documentation.

Challenge Policy (Undocumented Demonstrated Prior Learning)

This policy describes how secondary schools award credit to students who can demonstrate prior learning.

With some exceptions for international students (see International Student Graduation Credit Policy for further information),

all students enrolled with a board of education are entitled to undertake a free challenge process to assess their prior learning for any Ministry-developed graduation program course offered by any B.C. board that school year, as well as any Board Authorized (BAA) course taught in the enrolling district that school year. This entitlement to a free challenge process does not apply in the following circumstances:

- the student has already challenged the course and received a passing grade
- the student has already completed the course through previous enrolment, or
- the student has already been granted equivalency for the course.

This entitlement does not include Board Authorized courses taught in a non-enrolling district.

Schools and boards of education are encouraged to co-operate in order to allow students to challenge courses that are not offered at a student's own school.

Prior to engaging in a challenge process, schools must review any documentation of prior learning that a student presents in order to determine if credit can be awarded through equivalency.

The Ministry will fund enrolling boards of education the equivalent per pupil funding of a 1-credit course for each successfully completed course challenge.

Ministry-developed or Board Authorized Grade 10, 11 or 12 courses (including courses with a Graduation Program examination) must be available for challenge in the district one year after full implementation of the relevant education program guide or Board Authorized course description.

There is no limit to the number of credits that may be awarded through challenge.

Procedures for Challenge

Schools must document the challenge assessment delivered to each student, including a pre-challenge equivalency review, and the documentation must be made available to Ministry auditors if requested.

Students should 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 should not be an onerous process. School staff, in consultation with students and parents, should make the decision about readiness.

The challenge process must assess students on all course learning standards of Grades 11 and 12 courses, and on the Big Ideas, Curricular Competencies, and content of Grade 10 courses. 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 presentations of a collection of work. Challenge processes should be substantive, but not onerous

If the enrolling board of education arranges with another board to conduct a challenge assessment for a Ministry-developed course not offered in the enrolling school district, then the enrolling board must pay any fee charged by the non-enrolling board to cover the costs of the challenge process.

Credit will be awarded through challenge following the procedures of the board of education.

Awarding credit through challenge should be based on 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 50 percent.

For reporting and transcript purposes, schools must assign a letter grade and percentage

to all credits awarded through challenge processes.

To receive funding, enrolling boards of education must report successful course challenges to the Ministry through the Transcript and Examination (TRAX) system by June 30 of the school year in which the challenge occurred. For courses completed via a challenge process, schools must report the appropriate TRAX code in the "Course Type Field." More information about reporting course challenges can be found in the Handbook of Procedures for the Graduation Program.

External Credentials Policy

This policy describes how students earn credit towards graduation through external credentials approved by the Ministry.

All students enrolled with a board of education are entitled to receive credit if they have earned a Ministry-approved credential.

The Ministry of Education has sole authority to review and approve external credentials and assessments, and to provide an official list of these approved credentials and assessments to schools. The list is published in the Ministry's online Course Registry. Some external credentials are classified as required courses and others as elective courses. Grade 12-level external credentials count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

Boards must not charge students for external credential reviews.

There is no limit to the number of credits a student may earn by using external credentials. However, there may be credit restrictions between credentials where the external courses or programs are deemed to be equivalent. It is the responsibility of boards to ensure that students do not receive double credit for credentials deemed equivalent. Credit restrictions are available on the Course Registry website.

Although external credentials may contribute towards graduation requirements, they may or may not meet general or specific admissions requirements for post-secondary institutions. It is students' responsibility to verify admissions requirements for the post-secondary institutions they plan to attend.

Procedures for External Credentials

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.

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.

For reporting and transcript purposes, schools must assign all credits received as a result of an external credential either a letter grade and percentage, if possible to determine. If impossible to determine, "Transfer Standing" (TS) may be used

Credit from Post-Secondary Courses Policy

This policy describes how students earn credit towards graduation by earning credit for courses at specific Post Secondary Institutions. It is aligned with the earlier sections on 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.

Post-secondary courses for which credit may be earned must be documented as follows:

- Listed in the most recent edition of the British Columbia Council on Admissions and Transfer Guide, or
- Specified in individual Career Technical Centre (CTC) program agreements, or
- Included in a B.C. public post-secondary institution's calendar as a course leading to a credential of one year or less, a two-year diploma or a four year degree

Applicable post-secondary level courses count towards the required number of Grade 12 level credits needed to satisfy graduation requirements.

Boards must not charge students for reviews of transcripts.

Procedures for Earning Dual Credit

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

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 four credits, regardless of the number of credits indicated on the

post-secondary institution's transcript. However, if the course at the post-secondary institution is offered in modules, credits awarded should be proportionate to 4 credits for the whole course.

Adult Basic Education (ABE) courses do not count for dual credit. For information on how to report these for credit toward graduation, see the online Course Registry.

Independent Directed Studies Policy (IDS)

This policy enables students to initiate their own area of learning and to receive credit towards graduation. The policy also allows schools to recognize learning in a Ministry-developed or Board Authorized course that a student may not have completed. This policy is not a student entitlement but an enabling policy intended to encourage schools to allow students to pursue studies of interest.

IDS credit may be awarded by boards to students who successfully complete independent work based on the content of Grade 10, 11 or 12 Ministry developed courses or Board Authorized courses. A student may study in more detail the content of a course that has been completed, or study a subset of the content of a course that has not been taken.

IDS credits may only be used to satisfy elective requirements.

The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal. Grade 12 IDS credits may count toward the minimum of 16 grade 12 credits required for graduation.

Procedures for IDS

Awarding of credit through an IDS should be governed by the procedures of the board of education.

For reporting and transcript purposes, schools must assign a letter grade and percentage for all credits earned through IDS.

IDS courses can be for 1, 2, 3, or 4 credits. If students complete some but not all of the content a course, schools may report their achievement to the Ministry using IDS credits.

Related Policies

- Graduation Requirements
- International Student Graduation Credit Policy

- [Adult Graduation Program Policy](#)

Resources

- [Handbook of Procedures for the Graduation Program](#)
- [Online Course Registry](#)
- [British Columbia Council on Admissions and Transfer Guide](#)
- [External Credentials](#)

Contact Information

For questions relating to other policies on this page, please contact:

EDUC.GradStandards@gov.bc.ca

School District 48: Howe Sound

Policy Subject: CHALLENGE CREDIT

Date Passed: September 1997

Date Amended: NA

Policy: CHALLENGE CREDIT

Regulation No. R605.3

Date Approved: September, 1997

Date Amended:

This Regulation provides the direction for the secondary schools in establishing course challenge procedures.

1. General Conditions

1.1 A student who believes he/she has mastered the learning outcomes of a course offered by the school may challenge the course for credit by applying in writing to the principal. The school principal will review the challenge application and set conditions for challenge, including:

1.1.1 setting time frames when challenges may take place, normally at the beginning of the year or during the regular quarter evaluation cycle

1.1.2 consulting with parents, the student, or other individuals or groups

1.1.3 consistency with the student's learning plan and the impact of the challenge on the student meeting graduation requirements.

1.2 All students may challenge courses for credit, subject to procedures established by these regulations.

1.3 Students may challenge for credit only grade 11 or 12 provincial or locally developed courses.

1.4 Normally, students will be granted only one opportunity to challenge a specific course.

1.5 To successfully challenge for credit, students must meet the same standards as students who take the course through regular classes.

1.6 Students will be awarded a letter grade and percentage mark for a course which has been successfully challenged.

1.7 The intent of the regulations is that the entire course should be challenged.

1.8 There is no limit to the number of grade 11 or 12 courses that a student can challenge.

1.9 The principal is responsible for implementation of the challenge procedures.

2. Student Eligibility

2.1 To participate in the challenge process, a student must be enrolled in the school district, registered for home schooling, or enrolled in a distance education school where the challenge is requested.

2.2 Only students who have not completed the course through previous enrolment are eligible to challenge it for credit.

2.3 Students arriving from other jurisdictions may challenge for credit where equivalency cannot be determined.

2.4 Students must be able to exhibit their readiness to challenge for credit a specific course, i.e.:

2.4.1 evidence of exceptional ability related to the course that demonstrates students will achieve the prescribed learning outcomes for the course

2.4.2 recommendations from teachers based on previous learning in a related area, for example, a recommendation may be: 20

- a) from a teacher of the course being challenged;
- b) from a teacher who has previously taught the students; or
- c) from a person who has direct knowledge of the student's abilities.

2.4.3 evidence that relevant learning has been acquired outside of school.

2.5 The decision for readiness should be made by the principal in consultation with the student and parents.

2.6 Only full courses may be challenged and students who successfully challenge a course will be granted full credit for that course.

2.7 When challenging a provincially examinable course:

2.7.1 setting time frames when challenges may take place, normally at the beginning of the year or during the regular quarter evaluation cycle

2.7.2 consulting with parents, the student, or other individuals or groups

2.7.3 consistency with the student's learning plan and the impact of the challenge on the student meeting graduation requirements.

2.8 If a student wishes to challenge a course numbered 12 that has a prerequisite, the student must successfully complete/challenge the prerequisite course first.

3. Procedures

3.1 The results of a course challenged for credit will be reported using a letter grade and a percentage. For provincially examinable courses, schools must submit the school-based mark derived from the challenge process before the provincial examination is taken, according to Ministry directives.

3.2 The student will be required to explain the reason for the challenge (ie. its relationship to Student Learning Plan).

3.3 Opportunities for challenge may be limited to particular times of the year as set

out by the school. This would usually occur during the regular examination periods or, in special cases, prior to the beginning of the school year.

3.4 Assessment procedures will be determined by the principal.

3.5 The evaluation of whether a student has been successful in the challenge process will be based on the judgment of the teacher specializing in that subject area.

3.6 The subject teacher who is involved in the challenge process and who is responsible for carrying out the evaluation will communicate in writing the results of each challenge to the principal, student and parent.

SD 42 POLICY: 8912

INDEPENDENT DIRECTED STUDIES

The Board recognizes that students learn in a variety of ways, some of which take place outside of the regular secondary school program. Independent Directed Studies are important learning opportunities for students who wish to pursue learning outcomes beyond those normally taught in the classroom, and to acquire credit for students who did not or could not meet the learning outcomes of an entire course.

Authority

The Board authorizes the Superintendent to develop and implement all procedures related to Independent Directed Studies.

Guiding Principles

IDS credits shall be awarded to students who have successfully completed independent work based on a subset of learning outcomes of Grade 10, 11 or 12 Ministry developed 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.

APPROVED: February 8, 2017

Course Challenge and Equivalency

Policy No. 605.3

The Board of Education, School District No. 91 (Nechako Lakes), recognizes the commitment to provide students with a relevant education and the need to emphasize life-long learning. Within Ministerial Policy, the Board encourages students to take greater responsibility for their learning and, as such, allows them to obtain senior course credits in ways that may not be possible within a regular school program.

The Board expects each school will have a Challenge and Equivalency process in place and this process will be communicated to students and parents.

School District 33: Chilliwack

Policy Subject: CHALLENGE FOR CREDIT

Date Passed: April 22, 1997

Date Amended: NA

Policy: CHALLENGE FOR CREDIT

Regulation No. 521.1

Date Approved: April 22, 1997

Date Amended:

All students are entitled to challenge; however, it is anticipated that only small numbers of students will be able to give strong and compelling evidence that they will succeed in the challenge, and that it is in their best interests. Challenge is not envisioned as a way for students to improve their course marks, nor as a replacement for the valuable experience a student gains by learning in the classroom setting.

A. Principles of Challenge - The following principles provide a basis for challenge including:

1. Students learn in a variety of ways and at different rates
2. The diverse needs, abilities and aspirations of students should be acknowledged
3. Relevant learning acquired by students outside school should be acknowledged
4. Challenge will provide students with opportunities to enrich and broaden intellectual, social and educational experiences (see Ministry definition of an educated person for wording)

B. Student Eligibility for Challenge

1. Students would be permitted to challenge a specific course only one time.

2. Students who have been enrolled previously in the course are in most circumstances not eligible to challenge for credit.
3. Students arriving from other jurisdictions may challenge for credit where equivalency is not appropriate.
4. Adult students are able to challenge for credit.
5. Students will be eligible for challenge as a result of teacher recommendation.
6. Students will be permitted to challenge only courses taught in the district.

C. Student Requirements for Challenge

1. The entire course must be challenged; a partial credit will not be granted through the challenge process.
2. Students must demonstrate, which may be in a variety of ways, that they have met the prescribed learning outcomes of a course for the challenge to be successful.
3. In order to challenge a course with a provincial examination, students must first successfully challenge the school portion of the mark, if successful, students will then be provided the opportunity to write the provincial examination at the first available examination date. The final letter grade and percentage mark will be based on the blended school and examination mark.
4. Students are required to provide compelling evidence that challenge will enhance the Student Learning Plan.

D. Procedure for Challenge

Part A - Authorization of Challenge

1. At the Home School - approval will be determined by a written explanation of how the challenge will meet the educational goals as set out in the Student Learning Plan.

2. Before approval to challenge a course is granted, students will complete the Checklist for Course Challenge at the Home School.

3. The approval for accessing challenge must be made by the principal in consultation with the designated teacher-advisor, student's parents/guardians (if applicable), and the student.

Part B - Assessing the Challenge

1. At a centralized location (Fraser Valley Distance Education School) the challenge process may be monitored, administered, assessed and evaluated.

E. Evaluating the Challenge

1. To successfully challenge for credit, students must meet the same standards as those expected of students who take the course through regular classes.

2. Students will be awarded credit for successful challenge, and receive a letter grade and percentage mark for the course according to the Ministry Reporting Policy and Guidelines and the Student Progress Report Order.

F. Challenging Courses with Provincial Examinations - Students must challenge courses with a provincial examination according to the following procedures:

1. Students should first challenge the school portion of the course mark

2. If the students are successful, then they can be given an opportunity to write the provincial examination at the first available examination date

3. The school must submit the school mark derived from the challenge process before the provincial examination is written as indicated in the Ministry's Handbook of Procedures

4. Students may only write the provincial examination at the scheduled times set by the Ministry

5. Students will be awarded credit for the course and receive a letter grade and percentage mark for the course according to Ministry Reporting Policy and Guidelines and the Student Report Order.

G. When to Challenge - Under normal circumstances students are expected to declare their intention to challenge by June 1 and complete the challenge by August 31. Fees will be established annually in relationship to costs of the challenge and ability to pay.

School District 34: Abbotsford

Policy Subject: COURSE CHALLENGE AND COURSE EQUIVALENCY

Date Passed: January 22, 2001

Date Amended: NA

Policy: COURSE CHALLENGE AND COURSE EQUIVALENCY

Policy No. 7.190

Date Approved: January 22, 2001

Date Amended:

Purpose

The purpose of challenge is to permit students to obtain full credits for secondary school courses without having to take the course because they have already acquired the appropriate learning outcomes for the course elsewhere. All students are entitled to challenge; however, it is anticipated that only small numbers of students will be able to give strong and compelling evidence that they will succeed in the challenge, and that it is in their best interests. Challenge is not envisioned as a way for students to improve their course marks, nor as a replacement for the valuable experience a student gains by learning in a classroom setting.

Policy

The Board of School Trustees will give students in secondary courses the opportunity to prove their competence in specific course areas through the challenge process. Successful challenges will receive credits without having to take the course in School District No. 34 (Abbotsford).

In addition, students who have completed equivalent coursework elsewhere may apply to have that coursework recognized for credit by School District No. 34 (Abbotsford).

Intended learning outcomes and resource materials will be made available to parents

upon request.

Definitions

Course Challenge:

Challenging a course means the student has NOT completed the course previously (e.g. French 11), however, he/she has the background knowledge and learning necessary to successfully write a challenge exam.

Course Equivalency:

Receiving equivalency for a course indicates the student has taken coursework through a source other than the British Columbia K to 12 system.

Examples would be:

- Red Cross Life Guarding Program is equivalent to two Grade 12 locally developed course credits.
- There are also equivalencies for Royal Conservatory Music, Dance programs, etc.

The Ministry of Education has developed equivalencies for some of these outside courses/programs. (They are available to school counsellors in determining which courses may or may not be equivalent.)

For courses outside of the province (e.g. in another province or country), the process of determining equivalency is laid out in the policy. For example: A student may have an "equivalent" Math, French or other Grade 11 or 12 course.

By reviewing the Individual Learning Outcomes' for our provincial courses with the ones from the other jurisdiction, an equivalency may be granted.

Procedure

Procedures for this policy can only be changed with the approval of the Superintendent or designate.

A. Challenge for Credit

Principles of Challenge

The principles providing a basis for challenge include the following:

- Students learn in a variety of ways and at different rates.
- The diverse needs and abilities of students should be acknowledged.
- Students should be able to demonstrate strong and compelling evidence that they are ready to challenge for credit.
- Students must demonstrate that they have met the learning outcomes for the course being challenged to receive course credit.
- The challenge process should maintain the high standards of a quality education.
- Educators are responsible for outlining the expectations of the challenge.

Student Requirements for Challenge

1. The entire course must be challenged; a partial credit will not be granted through the challenge process.
2. Students will be granted only one opportunity to challenge a specific course.
3. Students may use a variety of ways to demonstrate that they have met the prescribed learning outcomes of a course for the challenge to be successful.
4. Students will receive a letter grade and percentage mark for a successful challenge. These marks will be recorded on report cards and transcripts.
5. In order to challenge a course with a provincial examination, students must first successfully challenge the school portion of the mark. If successful, students will then be provided the opportunity to write the provincial examination at the first available examination date. The final letter grade and percentage mark will be based on the blended school and examination mark.
6. The Board is not obliged to provide challenges for provincial or locally-

developed courses not taught in the District.

Student Eligibility for Challenge Application

1. Any enrolled student (including adult students) may challenge for credit.
2. Students who have been enrolled previously in the course are in most circumstances not eligible to challenge it for credit.
3. Students arriving from other jurisdictions may challenge for credit where equivalency is not appropriate.
4. A Teacher or Administrator may recommend a student for challenge. Student Approval for Challenge

Through an application form at the home school (available from the student's counsellor), the student will provide a written explanation of how the challenge will meet the educational goals as set out in their Student Learning Plan.

The approval for challenge must be made by the principal in consultation with the designated advisor, student's parents/guardians (if applicable), and the student.

Assessing and Evaluating the Challenge

To successfully challenge for credit, students must meet the same standards as those expected of students who take the course through regular classes.

Students will be awarded credit for a successful challenge, and receive a letter grade and percentage mark for the course according to the Ministry Reporting Policy and Guidelines, and the Student Progress Report Order.

Challenging Courses with Provincial Examinations

Students may challenge courses with a provincial examination according to the following procedures.

1. Students should first challenge the school portion of the course mark.
2. If the students are successful, then they can be given an opportunity to write the provincial examination at the first available examination date.
3. The school must submit the school mark derived from the challenge process before the provincial examination is written as indicated in the Ministry's Handbook of Procedures.
4. Students may only write the provincial examination at the scheduled times set by the Ministry.
5. Students will be awarded credit for the course, and receive a letter grade and percentage mark for the course according to Ministry Reporting Policy and Guidelines, and the Student Progress Report Order.

When to Challenge

Specific times during the year will be designated for students to challenge courses. Fees will be charged in accordance with the guidelines set out in Policy No. 9.230, "Student Fees".

B. Equivalency

Purpose of Equivalency

The purpose of equivalency is to recognize valid credentials equivalent to the Grade 8 to 12 levels acquired by students from other educational jurisdictions and from institutions outside the regular school system. All students who can provide a credential or documentation to support their equivalency request are entitled to an equivalency review. The equivalency process is not intended to recognize undocumented prior learning.

Equivalency credit will only be granted if the prescribed learning outcomes from provincial and locally developed courses are met.

Principles of Equivalency

The principles providing a basis for equivalency include the following:

1. Students learn in a variety of ways and at different rates.
2. The diverse needs and abilities of students should be acknowledged.
3. Relevant learning acquired by students outside school should be acknowledged.
4. Students must provide credentials or documentation to demonstrate that they have met the learning outcomes of the course requested for equivalency.
5. The equivalency process should maintain the standards of a quality education.

Student Requirements for Equivalency

1. The credentials or documentation presented by the student must meet the learning outcomes of the Grades 8 to 12 course(s) for which equivalency is sought.
2. All students are entitled to apply for a review of their credentials received from other educational jurisdictions and institutions outside the regular school system which match the prescribed learning outcomes from provincial or locally developed courses.
3. Students will receive a letter grade and percentage mark for a successful equivalency or a "Transfer Standing" if information is insufficient to assign a letter grade and percentage.

Student Eligibility for Equivalency

Students are responsible for providing evidence of successful completion of a course or program of learning from other educational jurisdictions or institutions outside the regular system. Evidence is in the form of official credentials, documents, diplomas or certificates which show that the student has met the learning outcomes of the provincial or locally developed course for which

equivalency is being applied.

When equivalency is not available, students may challenge for credit.

Student Approval for Equivalency

Through an application to the student's counsellor, the student will provide a written explanation of how the equivalency will meet the educational goals as set out in their Student Learning Plan.

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.

Assessing and Evaluating Equivalency

To gain successful equivalency the student must meet the same standards as those expected of students who take the course through regular classes.

Students will be awarded credit for a successful equivalency and receive a letter grade and percentage mark for the course according to the Ministry

Reporting Policy and Guidelines, and the Student Progress Report Order.

If there is insufficient evidence to award a letter grade and percentage, "Transfer Standing" will be awarded.

When to Apply for Equivalency

Specific times during the year will be designated for students to gain equivalency for courses. No fees will be charged for equivalency granted at the home school.

Fees will be established in relationship to costs and ability to pay if credentials or documentation provided require considerable time to process.

Credit for Students Who Have Left French Immersion Upon completion of Français Langue 7 or 8

If a student leaves a French Immersion Program after successfully completing Francais 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.

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.

Upon Completion of Francais Langue 9 or 10

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

1. 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 Francais Langue. Note that Francais 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%.

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.

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. Enrol in French 11

Students may wish to choose this option to improve their grade.

C. Letter Grade for Reporting External Credits

When reporting to the Ministry of Education external credits for programs listed in the section "External Courses" of the Ministry of Education Course Information Grade 12 Transcripts and Examinations, it is recommended that grade TS for Transfer Standing be reported as the letter grade. No percentage need be reported.

This is in alignment with the Ministry's Provincial Letter Grade Order dated April 30, 1996, which states, "TS 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".

D. Processing Student and Parental Requests to Exempt a Student from a Secondary Course Rationale

The District recognizes that learning occurs in a wide variety of settings. In exceptional cases, students may have already met the prescribed outcomes of a specific subject. Further, the Principal has the authority to exempt students in exceptional circumstances.

The School Principal has the authority and responsibility for determining if the student has provided sufficient proof to support the request for exemption.

Students granted exemption from enrolling in a course will have the grade reported for that course as Transfer Standing.

Process for Consideration to be Exempted from Secondary Physical Education

Students must submit a portfolio containing:

- A practice and performance log detailing times, dates and performance results. The student must demonstrate a minimum of 100 hours of practice or performance over a period of one calendar year or one school year within an appropriate physical activity. The log must be verified and signed off by a coach or instructor accredited or recognized by the appropriate physical activity. The log must be verified and signed off by a coach or instructor accredited or recognized by the appropriate provincial sporting association verifying that an adult supervised the activities in the log. The coach or instructor signing off the log cannot be an immediate family member of the student
- Documentation explaining how the student has met approximately 80% of the learning outcomes prescribed in the Integrated Resource package.
- The exemption, if granted, is for one grade level only and must be updated and resubmitted if requested in additional years.

Reference: Ministerial Order 192/94, The Provincial Letter Grades Order.
Process for Consideration to be Exempted from Secondary Career and Personal Planning (CAPP)

Students wishing to challenge the secondary Career and Personal Planning curriculum must adhere to the following criteria:

- Submit a portfolio showing documentation explaining how the student has met approximately 80% of the learning outcomes prescribed in the Integrated Resource package. The student portfolio will be reviewed by the School CAPP Coordinator or designate.

The intended learning outcomes will be made available to parents/guardians upon request. This information is available from the School CAPP Coordinator or the District Curriculum Department.

- The exemption, if granted, is for one grade level only and must be updated and

resubmitted if requested in additional years.

- Each student or student in the presence of their parent/guardian will be interviewed by the School CAPP Coordinator or designate.

School District 52: Prince Rupert

Policy Subject: INDEPENDENT DIRECTED STUDY

Date Passed: NA

Date Amended: NA

Policy: INDEPENDENT DIRECTED STUDY

Regulation No. 5.26

Date Approved:

Date Amended:

A. Purpose

The purpose of independent-directed study is to permit students to initiate their own course of learning at the grade 11 or 12 level under the supervision of a teacher. Such study is intended to provide opportunity for in-depth study and will be based on either provincial curriculum or locally developed curriculum.

B. Preamble

Independent-directed study provides opportunities for greater flexibility in the education system. It does this by permitting students to pursue learning outcomes beyond those usually taught in the school course. This could take the form of extending the curriculum at a higher level, addressing parts of the curriculum that have not been taught, conducting an in-depth study of an aspect of the curriculum, or doing more focused activities related to parts of the curriculum.

C. Regulation

1. The Independent-Directed Study Regulation is not a student entitlement.
2. Independent-directed study must be based on either the learning outcomes of a provincial curriculum or the learning outcomes of a locally developed curriculum.

3. The maximum value in one subject for independent-directed study is two credits.
4. Credit earned through independent-directed study will be applied only to the Selected Studies component of the provincial graduation requirements.
5. Within the selected studies there is a 12 credit and a 10 credit section. Students are permitted to apply 10 independent-directed study credits to the 10 credit section and 12 or more credits to the 12 credit section. Secondary counsellors, therefore, will determine the best placement for the independent-directed study credits within the selected studies components.

D. Guidelines

General

School Boards should develop procedures to allow students to pursue independent-directed study. Principals will be delegated responsibility to implement the procedures and approve all independent studies. Teachers will decide whether they wish to arrange independent-directed study with a student.

Student Participation

In order to participate in independent-directed study, students will demonstrate an ability to work independently with minimal direction.

Students will not be required to be enrolled in, or have completed, the specific course in order to be considered for the opportunity to participate in an independent-directed study related to the course.

Requests and approval to participate in an independent-directed study will be linked to the student's goals as articulated in the Student Learning Plan. Students will be advised how independent-directed study will fit into their course of studies and graduation requirements.

Designing an Independent-Directed Study

An independent-directed study must be principally based on the learning outcomes from one curriculum, either provincially approved or locally developed.

An independent-directed study must be assigned a value of one or two credits.

Students will be involved in the design, planning and evaluation of their work.

With the support of an educator each student will develop a plan for completing the independent-directed study. This will become part of the Student Learning Plan and include:

- a process for ongoing facilitation and assessment of student progress;
 - a criteria for determining successful completion of the independent-directed study;
- and
- an agreed upon credit value for the proposed independent-directed study.

Assigning and Reporting Independent-Directed Study

When a student has completed an independent-directed study, the results will be reported in the subsequent reporting period using a letter grade and a percentage and will show the associated credit(s).

The independent-directed study code will indicate the course on which it is based.

Students will receive provincial course credit when the independent-directed study is based on provincial curriculum; students will receive local course credit when the independent-directed study is based on locally developed curriculum.

An independent-directed study based on curriculum at the grade 11 level will be recorded as grade 11 credit; such study at the grade 12 level will be recorded as a grade 12 credit.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

POLICY

NO: 7310

DATE: 2009-04-28

REVISED:

SUBJECT: **STUDENT PARTICIPATION IN EXTRA-CURRICULAR PHYSICAL
ACTIVITIES**

The Board of Education encourages student participation in extra-curricular activities and that student participation in these activities be believes that safety and health factors should ~~student participation in extra-curricular physical activities must be undertaken such that student participation is~~ dependent upon consideration of safety and health factors.

Student participation in school sports activities and other extra-curricular physical activities will be appropriate to each student's level of conditioning and endurance, and will require informed parental consent.

SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

REGULATIONS

NO: 7310 R

DATE: 2008-04-28

REVISED:

SUBJECT: **STUDENT PARTICIPATION IN EXTRA-CURRICULAR PHYSICAL ACTIVITIES**

Prior to any student participating in a school sport or extra-curricular physical activity:

I. Schools will:

- a. Inform students and parents/guardians of recommended conditioning.
- b. Review with and provide information to students and their parents/guardians regarding the potential risk factors involved in the particular sport or physical activity.
- c. Provide students with parental permission forms (as per [Policy #5020](#) and [Policy #5025](#)) and **other pertinent forms and information (that might include Appendix A and B)** that outline the foreseeable risks of participating in the school sport or physical activity as per information provided from [BC School Sports](#) and [YouthSafe Outdoors](#).
- d. Monitor student conditioning and health as students participate in a sport or physical activity and make any necessary decisions as per ~~any~~ prudent parent ~~or guardian~~.

II. Students and Parents/Guardians will:

- a. Attend the school's information session and/or review information regarding risks, conditioning levels, and pertinent medical information.
- b. Complete and return the permission form provided by the school.

Appendix A:

**Fraser-Cascade School District 78: Sudden Cardiac Arrest Screening
Sudden Cardiac Arrest Information**

Medical History	Yes	No
I experience chest pain/discomfort upon exertion	<input type="checkbox"/>	<input type="checkbox"/>
I have experienced unexplained fainting or near-fainting spells	<input type="checkbox"/>	<input type="checkbox"/>
I experience excessive and unexplained fatigue associated with exercise	<input type="checkbox"/>	<input type="checkbox"/>
I have experienced heart murmurs	<input type="checkbox"/>	<input type="checkbox"/>
One or more close relative has died of heart disease before age 50	<input type="checkbox"/>	<input type="checkbox"/>
A close relative under age 50 has been diagnosed with heart disease	<input type="checkbox"/>	<input type="checkbox"/>

Physical Examination

Heart Murmur detected	<input type="checkbox"/>	<input type="checkbox"/>
Blood pressure is in normal range	<input type="checkbox"/>	<input type="checkbox"/>
Femoral pulses are in normal range	<input type="checkbox"/>	<input type="checkbox"/>
Physical appearance of Marfan Syndrome is apparent	<input type="checkbox"/>	<input type="checkbox"/>
Brachial artery blood pressure taken in sitting position is in normal range	<input type="checkbox"/>	<input type="checkbox"/>

If you have any concerns arising from a review of this screening tool, as it pertains to an understanding of your physical fitness and health, you may wish to discuss it further with your family physician.

Appendix B:

What Are the Signs and Symptoms of Marfan Syndrome?

The signs and symptoms of Marfan syndrome vary from one person to another, even within the same family. Some people have mild signs and symptoms, while others may have severe problems and discomfort. Signs and symptoms occur in many parts of the body, including:

- The bones and ligaments
- The heart and blood vessels
- The eyes
- The lungs
- The skin

Appearance and Body Build

Some of the major signs of Marfan syndrome are the common physical features seen in people with the condition. People with Marfan syndrome often have:

- A tall, slender body build. They may be very tall or taller than other family members who do not have the condition. However, it should be noted that short, heavy people also can have Marfan syndrome.
- Long arms, legs, fingers, and toes. A person's arm span (the distance from the fingertips of one hand to the fingertips of the other with the arms stretched out from the sides) may be greater than his or her height.
- A long and narrow face.
- A highly arched roof of the mouth with crowded teeth.
- A receding lower jaw, causing an overbite.
- A protruding or sunken chest.
- A curved spine.
- Flat feet that are rotated inward (some people, however, have exaggerated arches).

Bones, Cartilage, and Ligaments

The bones of the limbs, hands, and feet often grow too long in people with Marfan syndrome. This typically leads to a tall, thin body with disproportionately long arms, fingers, legs and toes. People with Marfan syndrome have loose, relaxed ligaments and are usually loose jointed.

Chest abnormalities may occur due to an overgrowth of the ribs. There are two types of chest abnormalities:

- Pigeon breast, also called pectus carinatum. The chest protrudes outward like a bird's chest. This can affect heart and lung function.
- Funnel chest, also called pectus excavatum. The chest is sunken or indented, reducing the space between the breastbone and the backbone. As a result, the heart and lungs are displaced. Heart and lung function may be affected, leading to breathing and endurance problems.

Curvature of the spine may occur. It usually develops during childhood, often gets worse during the teenage growth spurt, and may require surgical treatment. The three main types of abnormal spine curvature are:

- Scoliosis – a side-to-side curvature
- Lordosis – an inward curvature of the spine in the lower back, just above the buttocks
- Kyphosis – an outward curvature of the spine in the upper back (hunchback)

School District 8: Kootenay Lake

Policy Subject: STUDENT ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Date Passed: January 14, 2003

Date Amended: NA

Policy: STUDENT ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Policy No. 305

Date Approved: January 14, 2003

Date Amended:

POLICY

The Board encourages student participation in extra-curricular activities and believes that participation in such activities benefits the student. Subject to the Regulations accompanying this Policy, participation in extra-curricular activities must be open to all students registered in School District No. 8.

REGULATIONS

1. Eligibility decisions are generally made by individual schools. However, such decisions will be guided by the application of District Policy and Regulations.
2. The Policies of BC School Sports regarding eligibility for participation in sports are recognized and supported by the Board.
3. In order to participate in an extra-curricular activity, students must be enrolled in the school where they intend to participate. However, subject to any regulations established by BC School Sports, a student may participate in another District school's extra-curricular activity provided that:
 - 3.1 the activity is not provided at the District school in which the student is registered;

3.2 both school Principals agree; and,

3.3 the receiving school is able to accommodate the incoming student without displacing a student who wishes to participate in that particular extra-curricular activity.

4. Students are required to maintain regular attendance, satisfactory behaviour, and achievement in order to participate in an extra-curricular activity.

5. The Principal may withdraw extra-curricular participation from a student if the student does not maintain satisfactory attendance, behaviour and achievement.

Administrative Procedure 261

EXTRA-CURRICULAR ACTIVITIES

Background

Since extra-curricular activities can contribute to a positive environment for students, employee-organized or sponsored activities outside of regular classroom instruction shall be considered to be an integral and important part of the total school program.

Procedures

1. Extra-curricular activities must be consistent with the school's objectives and within the capacity of the school's resources to provide appropriate sponsorship.
2. Principals are responsible for ensuring that any student activity conducted under the auspices of the school is consistent with school objectives, and appropriately sponsored and supervised.
3. School-sponsored extra-curricular activities must be under the sponsorship and supervision of a District employee.
4. Where leadership or sponsorship is further delegated to a non-employed volunteer, that volunteer:
 - 4.1 Must be approved by the Principal; and
 - 4.2 Have completed a criminal records review.
5. Students are responsible to the Principal and staff during all school-sponsored activities.
6. School-sponsored activities have priority in the scheduling of out-of-class use of the school building.

Reference: Sections 17, 20, 22, 65, 85 School Act
Motor Vehicles Act

School District 34: Abbotsford

Policy Subject: CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES
REQUIRING TRAVEL

Date Passed: April 5, 2004

Date Amended: NA

Policy: CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES
REQUIRING TRAVEL

Policy No. 6.30

Date Approved: April 5, 2004

Date Amended:

Purpose

The Board of School Trustees of School District No. 34 (Abbotsford) supports curricular and extra-curricular activities, such as field trips and competitions. The Board is also aware of the increased risk to student safety posed by these activities, and therefore prescribes the limitations detailed in this policy and procedure to minimize that risk.

The purpose of these policies and procedures is to outline district requirements and criteria that must be followed for any curricular or extra-curricular activities requiring students leave the premises of their registered school. The use of school buses, commercial buses and private vehicles are addressed in this policy, as well as guidelines for supervising and accommodating students on field trips.

Policy

Parents and staff should be consulted regarding the desirability of field trips; especially where major expenditures will be required.

Definitions

Curricular or Extra-curricular Program - a course of study or activity that is provided, organized, supervised, or sponsored by a school authority.

Supervisor - an employee who exercises School Board authority according to Board policies or directives for a specific activity within the context of this policy. The school principal may designate, in writing, the supervisor who will assume overall responsibility for arranging and supervising the travel and activity. If the principal does not designate a supervisor, the principal will assume the responsibilities of the supervisor.

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.

Within School District No. 34 (Abbotsford) - within the recognized boundaries of the school district, which are approximately from the Vedder Canal in the east to Lefeuvre Road in the west, and from the Canada/United States border in the south to the Fraser River in the north.

Within the region - within the following limits:

- east to Hope but not beyond, but including Camp Kawkawa and Camp Squeah
- south to the southern city limits of Seattle along the I-5 corridor

Note: Students must carry additional valid "Out of Country" Medical Insurance.

- 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 Horseshoe Bay

Supervision Ratios

The following ratios shall be observed on all day field trips:

K - Grade 5 Recommended 1 adult per 5 children
Minimum 1 adult per 10 children

Grades 6 - 8 Recommended 1 adult per 8 children
Minimum 1 adult per 12 children

Grades 9 - 12 Recommended 1 adult per 10 children
Minimum 1 adult per 15 children

The Superintendent will have the discretion to approve exceptions to the above ratios on trips within the Region.

Accommodation and Supervision on Overnight Field Trips

A certified teacher employed by the district must accompany students on all overnight field trips. Wherever possible, an administrative officer should accompany students on overnight trips.

Note: Refer to Section 4.3 for overnight trip ratios.

When overnight accommodation is required, preference will be given to commercial (motel) accommodation or group accommodation in a gym.

Billeting means staying in a host student's private residence on an overnight trip.

If students need to be billeted, the sponsor teacher should ensure that students are placed with a family who will provide a safe environment. Students must be billeted in pairs of the same gender.

Required Approvals

Travel within School District No. 34 (Abbotsford) requires prior written approval

from the principal.

Travel within the region requires prior written approval from the principal and the Superintendent.

Travel outside of the region requires the prior written approval of the principal and Superintendent.

Any travel that does not meet all the criteria provided in this policy and procedure requires prior written approval of the principal, Superintendent of Schools, and the Board of School Trustees.

For every field trip, the principal is responsible for ensuring that parents/guardians have signed the appropriate consent forms before travel is permitted.

Responsibility for Procedures

Procedures relating to this policy may be changed with the approval of the Board of School Trustees.

Procedure

Student safety and well being are the first and most important criteria that must be met for any trip. Weather and road conditions must be carefully monitored and extreme caution must be exercised when deciding whether to proceed with travel. The principal or designate shall make the final decision (in consultation with the Transportation Dept. if using a school bus). 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. Such activities require the use of the "Field Trip Consent and Waiver Form for Participation in a Higher Risk Activity", Form No. PP6-30-5.

All travel in a private vehicle (to, from and/or at the destination) requires prior written parental consent.

Any parent volunteer or staff member driving a vehicle with a carrying capacity of more than ten (10) persons including driver (regardless of the number of passengers carried) must have a Class 4 driver's license, and the vehicle must have a valid School Bus permit.

Section 1: Approvals

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 Board, and will only be granted in exceptional circumstances.

Walking trips are not covered by this policy; however, they must be approved by the principal in consultation with the teacher.

1.1 Trips Within School District No. 34 (Abbotsford)

Application for trips within the Abbotsford School District is made to the principal in writing, using the appropriate form. Travel may be by private vehicle or by bus (see sections 2 and 3).

1.2 Regional Trips

Application is made to the principal using the appropriate form. The principal indicates support of the application by signing the form and forwarding it to the Superintendent for counter-signature. The Superintendent will return a copy of the countersigned form to the principal.

K to Grade 5 students are limited to trips within a normal school day (8:00 a.m. to 5:00 p.m.), however, in exceptional circumstances, special application may be made to the Superintendent.

Travel may be by private vehicle or bus (see sections 2 and 3).

Financing for such trips is not normally covered by district funds.

1.3 Trips Outside the Region but Within B.C.

Application is made to the principal using the appropriate form. The principal indicates support of the application by signing the form and forwarding it to the Superintendent for counter-signature. The Superintendent will return a copy of the countersigned form to the principal.

Elementary and middle schools are normally limited to trips within the region; however, in exceptional circumstances, special application may be made to the Board.

Travel to locations outside of the region will be by coach-type bus or public transportation (for example: rail, commercial aircraft, government ferry, etc.). Financing for such trips is not normally covered by district funds.

1.4 Trips Outside the Region and Outside B.C.

Before definite plans are made for trips outside BC, the principal should seek approval in principle from the Board through the Superintendent. Application is made by the principal to the Superintendent using the appropriate form (Field Trip Approval Form, PP6-30-8). The Superintendent will present the application to the Board for approval.

In reviewing the proposed trip for possible approval, the Board will consider:

- the purpose and nature of the trip
- the direct educational value of the trip to the students
- the amount of instructional time lost (maximum three days except in special circumstances); Open House Canada exchanges are not restricted by this time limit, since they involve some in-school instruction
- any factors related to the trip that may offset the loss of instructional time to the students (attach a daily timetable to indicate planned time use)

- the supervisory requirements and arrangements for the trip, including billeting arrangements and any student travel arrangements
- the means that have been planned for raising the necessary funds
- group or individual arrangements for insurance and medical coverage

Financial support will not be provided by district funds.

Final approval may be granted by the Board, on application by the principal, and with a positive recommendation from the Superintendent.

International travel will require completion of the "International Field Trip - Declaration Form", PP6-30-13.

Approval in principle should be sought as early as possible, preferably in the school term preceding the term in which the trip is planned - for example, before December 31st for a trip planned for the period between January 1st and August 31st.

Travel to locations outside of the region will be by coach-type bus or public transportation (for example, rail, commercial aircraft, government ferry, etc.).

1.5 Insurance - Out of Country Medical Coverage

Students must carry extended medical coverage for "Out of Country" travel.

Section 2: Busing

This section provides guidelines for retaining school district buses and bus companies, and for making transportation requests.

2.1 School District Buses

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 School District No. 34 Transportation Department, must be adhered to. (See Appendix PP6-30-14)

2.2 Bus Companies

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 tenderer.

2.3 Transportation Requests

A "Transportation Request", Form PP6-30-7 (see the sample included at the end of this section) raised at the school level and authorized by the principal or vice-principal (if so designated) must be forwarded to the Transportation office seven days in advance of the trip. After the trip, the final cost will be determined and an invoice will be sent to the school district's accounting department.

The school use section of the "Transportation Request" form must be completed at the school and authorized by the principal or vice-principal (if so designated).

If a school requires several buses on the same day to attend one event, one written request will suffice, provided that a covering memo detailing the circumstances

accompanies the request.

If one request is made to cover a full month of activities, such as swimming or skiing, that request will expire at the end of the calendar month in which it was made and will not carry over into the following month.

Requests that are approved and held on file at the Transportation office may be updated, cancelled, or held for future use in the same month. If playoff games are uncertain, the school should issue requests without dates or times entered, and then convey that information to the Transportation office as soon as possible. A minimum of 24 hours notice of cancellation is required where charter buses are involved and a change in schedule is necessary.

The pink copy of the request is retained by the school for their verification that a request has been forwarded to the Superintendent's office.

Under no circumstances will bookings be made without the required written request.

Section 3: Private Vehicles

3.1 Designated Supervisor

As provided by policy, the school principal may designate, in writing, the supervisor as defined in this policy to assume overall responsibility for arranging and supervising the travel and activity. If the principal does not designate a supervisor, the principal will assume the responsibilities of the supervisor.

3.2 Passenger Loading List

For field trips outside the District, 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.

3.3 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

The principal shall ensure that each driver's licence record is checked, and that each driver has completed a "Volunteer Driver Application Form", (see PP6-30-2). 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.

3.4 Parental Consent

The supervisor is responsible for obtaining, prior to each trip, the written consent of the parent or guardian of each student to be transported (see the sample form in the procedures below). For travel within the District, the supervisor may assign students to vehicles using approved drivers.

3.5 Carrying Capacity

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 a seat belt for each person.

Any parent volunteer or staff member driving a vehicle with a carrying capacity of more than ten (10) persons, including driver, (regardless of the number of passengers carried) must have a Class 4 driver's license, and the vehicle must have a valid School Bus permit.

3.6 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.

3.7 Fees and Reimbursement

Students may not be charged a fee for transportation, nor may drivers of private motor vehicles be reimbursed in cash or kind.

3.8 Insurance

To transport students to or from an approved curricular or extra-curricular activity, the Board of School Trustees 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.

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.

Section 4: Overnight Field Trips

Any field trip that involves more than three (3) school days requires approval from the Board.

4.1 Number of Trips Allowed

Except where additional travel is necessary due to advancement within a

competition, overnight field trips are limited as follows:

- Students in kindergarten through Grade 3 shall not participate in overnight field trips.
- Grades 4 - 5: one outdoor education trip per school year
- Grades 6 - 8: one outdoor education trip per school year
- Grades 9 - 10: one trip per team/group/club per school year to a maximum of two trips per student per school year
- Grades 11 and 12: two trips per team/group/club per school year

The amount of classroom time lost in such trips must be kept to a minimum, and the cumulative time lost by individual students must be carefully monitored by the principal.

4.2 Billeting

When district students are being billeted, the host principal must pre-approve the homes selected. A list of the host billet students including their name, address, and telephone number will be provided to the principal.

The 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

If the host school or billet will be transporting visiting students by private vehicle,

parents must be advised in advance.

As ambassadors of the district, students must obey the rules of their own school district and the host district.

4.3 Student Supervision

Abbotsford School District staff sponsors are responsible for monitoring housing arrangements to ensure that students have a safe and positive experience. The "Accommodation Information Form", PP6-30-9 (appended to this policy) must be completed as part of the application for trip approval for any overnight trip.

The minimum adult/student supervision ratio 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

A female adult must be present on any overnight trip that involves a female student(s) (or male adult for male students). Where students are being housed in commercial accommodation, at least one supervisor (district employee) shall remain on site at all times.

4.4 Emergency Contacts

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.

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

4.5 Evaluation

At the end of the trip, the "Field Trip Evaluation Form" (PP 6-30-10) must be submitted by the supervisor and adult monitors to the principal to be kept on file. Periodically, the principal should also survey students following a trip to determine whether the experience was of value, and free from concerns with respect to safety.

Section 5: Forms

The following forms, copies of which are appended, will be used by all schools to execute this policy and procedure:

- Letter to Parents explaining the insurance requirements, (Form PP6-30-1)
- Volunteer Driver Application, (Form PP6-30-2)
- Student Travel by Private Vehicle - instructions to supervisor and check-off form, (Form PP6-30-3)
- Field Trip Parent/Guardian Consent Form, (Form PP6-30-4) - to be completed by the teacher for parents (parents/guardians are required to return the consent portion of the form)
- Field Trip Consent and Waiver Form for Participation in a Higher Risk Activity, (Form PP6-30-5)
- Sports Team Consent Form, (Form PP6-30-6) - to be completed by the teacher for parents (parents/guardians are required to return the consent portion of the form)
- Transportation Request Form - to be completed at least seven days in advance of a field trip for which a school bus will be used, (Form PP6-30-7)
- Field Trip Approval Form, (Form PP6-30-8)
- Accommodation Information Form, (Form PP6-30-9) - to be attached to the Field Trip Approval Form (for Field Trips over three days and/or Out of Region)
- Field Trip Evaluation Form, (Form PP6-30-10) - to be completed following

completion of the field trip

- Guidance Regarding Overnight Arrangements for Students, (Form PP6-30-11)
- Field Trip Flow Chart, (Form PP6-30-12)
- International Field Trip - Declaration Form, (PP6-30-13)
- Bus Safety Rules, (Form PP6-30-14)

Please see attached pdfs for Forms.



SMOKING, TOBACCO, AND THE USE OF VAPOUR PRODUCTS

Adopted: 1998-04-28	Reviewed: 2002-10-22	Amended: 2008-05-13 2017-01-31
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POLICY

SUBJECT: **SMOKING, TOBACCO, AND THE USE OF VAPOUR PRODUCTS**

~~As per~~Consistent with the *Tobacco and Vapour Products Control Act* and the *Tobacco and Vapour Products Control Regulation, 2016*, the Board of Education for School District No. 78 (Fraser-Cascade) recognizes its duty ~~to attempt~~ to ensure the safety of the workplace and to satisfy itself that each employee is able to work in a safe environment. As an education authority, the Board has a responsibility to provide educational leadership and its employees ~~shall~~must act as positive role models while in the workplace.

The Board, believing that smoking any substance and the use of vapour products presents a hazard to health and safety, clearly declares that it does not in any sense condone or encourage smoking, or the use of vapour products. This policy is intended to transmit the above belief to ~~pupils~~students, employees, and all others who use school district facilities.

Smoking of any substance (including the smoking of cannabis), and the use of vapour products (including cannabis vapour products) is not permitted at any time or in any place on school ~~district~~ property, including in vehicles in parking lots, or in any school district building or vehicle.



POLICY 4033
SMOKING, TOBACCO, THE USE OF VAPOUR PRODUCTS

Adopted: 1998-04-28	Reviewed: 2002-10-22	Amended: 2008-05-13 2017-01-31
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REGULATIONS

SUBJECT: **SMOKING, TOBACCO, THE USE OF VAPOUR PRODUCTS**

Definitions (~~as per~~ consistent with the TOBACCO AND VAPOUR PRODUCTS CONTROL ACT, ~~2016~~ RSBC 1996, c 451):

- “activated e-cigarette” means an e-cigarette in which an e-substance is being vapourized
- “e-cigarette” means the following:
 - a) A product or device, whether or not it resembles a cigarette, containing an electronic or battery-powered heating element capable of vapourizing an e-substance for inhalation or release into the air;
 - b) A prescribed product or device similar in nature or use to a product or device described in paragraph (a):
- “e-substance” means a solid, liquid or gas
 - a) That, on being heated, produces a vapour for use in an e-cigarette, regardless of whether the solid, liquid or gas contains nicotine, and
 - b) That is not a controlled substance within the meaning of the *Controlled Drugs and Substances Act* (Canada);
- “vapour product” means the following;
 - a) An e-cigarette;
 - b) An e-substance;
 - c) A cartridge for or a component of an e-cigarette.
- “Cannabis”: also known as marijuana, means any part of a cannabis plant, including the phytocannabinoids produced by, or found in, such a plant, regardless of whether that part has been processed or not, but does not include a non-viable seed of a cannabis plant, a mature stalk, without any leaf, flower, seed or branch, or the root of a cannabis plant.
- “school property” as per the Tobacco and Vapour Products Control Act means property that is owned or leased by, or operated under the authority of the Board of Education for School District No. 78, and is used for the purpose of delivering educational programs or other learning programs, and includes real property and improvements, and personal property.

Procedures:

1. The Tobacco and Vapour Products Control Act and the Tobacco and Vapour Products Control Regulations, 2016 prohibitions against smoking or using vapour products on school property apply to all persons (including employees, students, volunteers, and members of the public) at all times (except in the case of pre-arranged special ceremonial purposes) while on school district property. The only exception to this prohibition is that⁶⁷the ceremonial use of tobacco may be permitted in

or on school property if the ceremonial use of tobacco is approved by the Board and it is performed: (a) in relation to a traditional aboriginal cultural activity, or (b) by a prescribed group for a prescribed purpose.

2. Principals must deal with all persons violating this policy in a way that will discourage repetition of the offense by that person or others.

3. Where a person violating this policy is an employee, the employee may be subject to discipline up to and including termination of employment.

2-4. Where a person violating this policy is a student, Principals must deal with the violation in accordance with the terms of the Student Code of Conduct and, wherever possible, in a way ~~and~~ that will provide the student with encouragement to stop smoking ~~and-or stop~~ engaging in the use of vapour products (including smoking cannabis or using cannabis vapour products).

3-5. All scientific information available is to be used to show the harmful effects of smoking and the use of vapour products.

4-6. Parents must be advised in writing whenever their child engages in ~~of~~ smoking, or the use of vapour products in violation of this policy, and must be advised of corrective and/or rehabilitative processes applied.

5-7. This policy must appear in the Code of Conduct at each school in School District 78 (Fraser-Cascade).

6-8. All ~~user groups~~ students, employees, and volunteers are to be made aware of this policy and its regulations.

Related Policies:

- Policy 7400 (Student Involvement with Alcohol, Intoxicants and Illegal Drugs)
- Policy 7007 (Student Code of Conduct)

Date: October 12, 2018

CLIFF: 205271

Title: Cannabis Legalization and Impacts for B.C K-12 Education

As of October 17, 2018, cannabis will be legal for purchase, possession and use by those over the age of 19 in British Columbia. While many laws are being updated, it will continue to be illegal for youth under 19 to buy, possess or use cannabis in B.C.

Use of cannabis on school properties will continue to be against the law, along with tobacco smoking and vaping. Smoking of vaping tobacco or cannabis is also illegal on playgrounds, sports fields, skate parks and other places where children and youth spend time.

The new *Cannabis Act* has several measures that help prevent youth from accessing cannabis. Similar to the current restrictions on advertising for tobacco products, the *Cannabis Act* helps discourage youth cannabis use by prohibiting: products that are appealing to youth; packaging or labelling cannabis in a way that makes it appealing to youth; selling cannabis through self-service displays or vending machines; and promoting cannabis, except in narrow circumstances where youth could not see the promotion.

The Ministry of Education is committed to supporting student success. A major component of this is ensuring healthy and effective learning environments, so that all students feel safe. Schools continue to be substance-free environments where students and educators can engage in proactive conversations about healthy lifestyle choices. B.C.'s curriculum currently offers a variety of opportunities for teachers to discuss recreational cannabis use with students. Concepts related to substance use are found in every grade of the Physical and Health Education (PHE) curriculum from Kindergarten through Grade 10.

For further information regarding the legalization of cannabis please see:

- [Government of Canada – Cannabis laws and regulations](#)
- [Get Cannabis Clarity](#)
- [BC Public School Employers' Association Bulletin No. 2018-03: Cannabis Legalization Effective October 17, 2018](#)
- [BC Public School Employers' Association – Impairing Substances in the Workplace Toolkit](#)

The Ministry of Education is updating the [Expect Respect and A Safe Education \(erase\) website](#) to provide students, parents and educators with information and resources to support healthy and effective learning environments. The refreshed *erase* site will include a new section about substance use that will be updated regularly and provide information and resources related to cannabis.



POLICY 7400
**STUDENT INVOLVEMENT WITH ALCOHOL,
INTOXICANTS OR ILLEGAL DRUGS**

Adopted: 1997-10-28	Reviewed: n/a	Amended: 2002-04-23 2012-06-19
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SUBJECT: **STUDENT INVOLVEMENT WITH ALCOHOL, INTOXICANTS OR ILLEGAL DRUGS**

The Board of Education strictly prohibits students from possessing, manufacturing, offering for sale, selling, distributing, consuming, or using alcohol or drugs (**including cannabis**), during school hours whether on or off school property, or at any school function that takes place inside or outside the District’s geographical boundaries.

In addition, the Board of Education strictly prohibits students from consuming or using alcohol or drugs at any time, including prior to school hours, such that the student is impaired when attending on school property or at any school function.

Effective October 17, 2018, the federal Cannabis Act made it legal for adults to purchase, possess, use, and grow certain amounts of cannabis in Canada. In BC, the government has enacted the Cannabis Control and Licensing Act (CCLA) and the Cannabis Distribution Act, which regulate how cannabis may be sold, distributed and consumed in British Columbia. The legislation includes significant restrictions aimed at preventing access to cannabis by persons under the age of 19. In particular, the CCLA prohibits the consumption of cannabis in or on school property, or within a prescribed distance from school property.

These changes to the law for adults do not change the law as it applies to persons under the age of 19. It remains illegal for persons who are under the age of 19 to possess and consume cannabis. To be clear, and without limiting the above prohibitions, it is a violation of this policy for any student to possess, use, or consume cannabis during school hours, whether on or off school property, or to use cannabis prior to school hours and attend on school property, or at a school function, impaired.

Students violating this policy may be subject to a suspension in accordance with the Regulations set out below.



STUDENT INVOLVEMENT WITH ALCOHOL, INTOXICANTS OR ILLEGAL DRUGS

Adopted: 1997-10-28	Reviewed: n/a	Amended: 2002-04-23 2012-06-19
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REGULATIONS

SUBJECT: **STUDENT INVOLVEMENT WITH ALCOHOL, INTOXICANTS OR ILLEGAL DRUGS**

Principals shall ensure that all students are aware of the School Code of Conduct and this policy at the beginning of each school year, and are reminded of this policy prior to school-sanctioned field or athletic trips.

1. The Board of Education authorizes the Principal of a school, or his/her designate, to suspend a student for up to a maximum of ten (10) days when he/she concludes that a student has breached this policy.
2. Definitions:
 - i) Drug(s) includes but is not limited to any substance which affects a person’s physical or mental capacity or functioning, which causes a marked change in consciousness, or which has a physiological effect when ingested or otherwise introduced into the body, and includes both legal and illegal forms of such substances, but does not include medications taken in accordance with a physician’s or manufacturer’s directions.
 - ii) Impaired or Impairment means a deterioration or diminishment of an individual’s physiological ability, functioning, judgment, or condition, and includes but is not limited to being unable to function as that individual does under normal or usual conditions, or safely because of intoxication by any substance.
 - iii) School function is defined as any student activity sanctioned by the school or school district, and includes but is not limited to field or athletic trips.
 - iv) School hours are defined as the hours of the day when a school is open to students whether or not classes are in session, all time students are attending a school function, or any time a student is away from the school on a school organized trip, including but not limited to times when a student is not actively participating in activities or pursuits organized by the school but is otherwise away from their normal residence due to their involvement in the school organized trip.
 - v) School property includes but is not limited to all real or personal property, facilities, land, buildings, parking lots, equipment, and vehicles, whether owned, leased or used by the Board of Education and wherever located.

3. Procedure:

- a) If a suspension is deemed to be warranted, for suspensions of ten (10) days or less, the Principal, or designate, shall proceed as follows:
 - i) Parents/guardians shall be contacted by telephone and/or personal interview prior to the student leaving the school or being sent home. Parents must also be informed that they have a right to appeal the suspension in accordance with Bylaw #21 - Student Appeals.
 - ii) If the parents/guardians cannot be contacted, the student is not to be sent home.
 - iii) A registered letter shall be sent to the parents/guardians informing them of the circumstances and duration of the suspension. A copy shall be sent to the Superintendent of Schools.
 - iv) The student shall be re-admitted to school by the authorized person who imposed the suspension. It is recommended that the student and/or parent/guardian meet with a member of the school administration prior to re-admittance to school.
- b) In the case where the Principal of a school or his/her designate, recommends that a student should be suspended for more than ten (10) days, he/she may suspend the student and inform the Superintendent, pending the following:
 - i) For recommended suspensions of more than 10 days, the matter shall be referred to the Board of Education for decision.

The Principal shall proceed as follows:

- ii) Parents/guardians shall be contacted by telephone and/or personal interview prior to the student leaving the school.
 - iii) A registered letter shall be sent to the parents/guardians informing them of the circumstances of the suspension and advising them that they shall be contacted by the Superintendent of Schools. A copy of this letter shall be sent to the Superintendent.
- c) The Superintendent shall proceed as follows:
- i) The Superintendent shall meet with the school Principal to formulate a recommendation to the Board of Education.
 - ii) The District Review Committee or the Board as required shall meet at the earliest opportunity to consider the circumstances and recommendation.
 - iii) Notice of the time and place of the meeting shall be given to all parties involved at least twenty-four hours prior to the meeting.

- iv) The attendance of the student at this meeting is mandatory. The attendance of the parents/guardians at this meeting is encouraged but is not mandatory.
 - v) After considering the information given by school personnel and the student or parents/guardians, the Board may suspend the student for a period of time deemed appropriate to the offence. In special circumstances, when the Board feels that it is appropriate, alternatives to suspension from school may be considered.
 - vi) It is recommended that the student and/or parent/guardian meet with a member of the school administration prior to re-admittance to school.
4. A decision of the Principal may be appealed as provided for in Bylaw No. 21.
5. Where appropriate, the Principal may require that the student enroll in a drug/alcohol counselling program prior to returning to school.
6. The R.C.M.P. will be informed of any students violating this policy in relation to alcohol or drugs, and any physical evidence shall be turned over to them for disposal.
7. During the period of the suspension, schools shall ensure that students have an opportunity to pick up assignments and return completed assignments for marking.

Related Policies:

- Policy 4033 (Smoking, Tobacco, the Use of Vapour Products and Cannabis)
- Policy 7007 (Student Code of Conduct)

Impairing Substances in the Workplace Toolkit

October 2018

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Introduction

Effective October 17, 2018, the federal [Cannabis Act](#) will make it legal for adults to purchase, possess and grow certain amounts of cannabis in Canada.

The BC government has enacted the [Cannabis Control and Licensing Act](#) (CCLA) and [Cannabis Distribution Act](#), which regulate how cannabis may be sold, distributed, and consumed in British Columbia once it is legalized. The legislation includes significant restrictions aimed at preventing access to cannabis by minors under age 19, including vicarious liability for boards of education and administrators for certain violations of the legislation:

- Cannabis cannot be consumed in or on school property or within a prescribed distance.
- A board of education, superintendent, and principal are deemed vicariously liable for violating the CCLA if a person consumes cannabis in or on school property, unless it/they can demonstrate having taken reasonable steps to prevent the violation.
- Cannabis cannot be smoked or vaped in a vehicle or anywhere where tobacco smoking and vaping are prohibited, including a workplace, playground or outdoor park, sports field, skate park, or other places where children commonly gather, near entry/exits, or at a bus stop.
- Cannabis cannot be sold, supplied, or allowed to be consumed by minors, in addition to a variety of other measures to prohibit and prevent access of cannabis to minors.

The legislation creates a number of provincial cannabis offences, which may result in a fine ranging from \$2,000 to \$100,000, imprisonment of three to 12 months, or both. These obligations will require school districts to review and update policies which apply to students in addition to staff policies.

There are no changes to legislation regarding the use of cannabis for medical reasons. Individuals who have authorization from a physician to use cannabis for medical reasons may continue to do so.

More information about the legislation and other provincial government resources are available [here](#).

Public school employers are unique employers, tasked with fostering a safe and effective learning environment for a vulnerable population. Public school administrators, teachers, and support staff act as role models for K-12 students in their formative years of development. This is reflected in the unique obligations set out in the CCLA for boards of education and administrators to take reasonable steps to prevent violations of the CCLA, including the consumption of cannabis in or on school property.

More broadly, the legalization of recreational cannabis in Canada has made employers consider how they manage, and communicate with employees about impairing substances in the workplace. All employers have the legal right and obligation to ensure that their employees are fit to work safely and productively.

What is This Toolkit?

The *Impairing Substances in the Workplace Toolkit* is intended to support British Columbia public school employers to effectively manage impairing substances in the workplace, including cannabis, using the following resources:

1. Guide for Managing Impairment in the Workplace
 - An overview of the laws public school employers need to know to manage impairing substances in the workplace, and develop and apply an impairing substances policy.
 - A checklist summarizing the steps needed to make sure any impairing substances policy the district chooses to implement is legally defensible.
 - Best practices on intervention for districts to consider when impairment is suspected.
2. Template: Impairing Substances Policy
 - A template policy to communicate expectations to employees about what is acceptable/not acceptable regarding impairing substances in the workplace. Any policy applicable to students is outside the scope of this Toolkit.

These resources **do not** replace independent legal advice, and we strongly recommend that districts carefully review their local collective and employment agreements with legal counsel to ensure implementation of the resources in this toolkit are consistent with the district's legal obligations.

Guide for Managing Impairment in the Workplace

The Starting Point is Safety

The board of education, its supervisors and staff all have responsibilities to ensure the health and safety of the school workplace:

- Employers and supervisors cannot allow a person reported or observed to be impaired by alcohol, a drug, or other substance to be at work.¹
- Employees must not be impaired by alcohol, drugs or other causes at work, and must inform their supervisor if they **or** someone else may be impaired at work.²
- The board of education, superintendents, and principals must exercise due diligence and take reasonable steps to prevent the consumption of cannabis on or in school property³, including having clear policies prohibiting consumption on or in school property, which are

¹ *Occupational Health and Safety Regulation*, s. 4.19(2) s. 4.20

² *Occupational Health and Safety Regulation*, s. 4.19(1), s. 4.20(1) and (3); *Workers Compensation Act*, s. 116

³ Sections 61 and 68(1), *CCLA*

effectively communicated to staff and students (e.g., through bulletins, training, and signage) and consistently enforced.

Boards of education expect their employees to model professional and appropriate behaviour toward students and in the community. Teachers,⁴ administrators, education assistants, bus drivers,⁵ and other support staff⁶ work closely and independently with students, and must conduct themselves in a way consistent with their unique positions of trust.⁷ Arbitrator Goodfellow put it this way in *Re Ottawa-Carleton District School Board and O.S.S.T.F., District 25 (Cobb)*, (2006) 154 L.A.C. (4th) 387 (at p. 394):

Parents must know when they drop their children off in the morning and entrust them to the school for seven or eight hours a day five days a week that they will be safe, secure and in the care of people that they can count on.

The template policy included in this toolkit is offered to districts as part of ensuring employee and student safety through communication of expectations around impairing substances in the workplace.

Off-duty Consumption

School districts may need to address off-duty consumption of an impairing substance when it has an impact on the work environment. Off-duty consumption that impairs the employee's ability to work is an obvious example. Impairing substances used recreationally off duty may have a variety of effects on the body, including physical and/or mental impairment. Impairment may extend for some period beyond the immediate moment of consumption and will depend on the type of drug, dosage, amount, and timing of consumption, any other food or substance consumed by the individual, their individual characteristics, and the nature of their job and workplace.

Off-duty conduct may also have an impact on the workplace if it negatively affects the school district's reputation, such as a bus driver being charged with impaired driving⁸ or a teacher intervening at a local bar when an under-age student was asked for ID,⁹ or negatively impacts students such as students viewing a school district employee's social media posts about impairing substance use.

⁴ *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*;

⁵ *The Board of Education of School District No. 48 (Sea to Sky) v. C.U.P.E., Local 779*, 2012 CanLII 58063 (Kinzie) at pp. 17-18

⁶ *Toronto District School Board* (2009), 181 L.A.C. (4th) 49 (Luborsky) at para. 61; *Ottawa-Carleton District School Board* (2006), 154 L.A.C. (4th) 387 at paras. 16-18

⁷ *School District No. 30 and C.U.P.E., Loc. 733*, unreported, March 4, 1980 (Hope) at p. 25, cited in *Rocky Mountain School District No. 6 v. C.U.P.E., Local 440* (2002), 114 L.A.C. (4th) 298 (Jackson), at para. 81

⁸ *Board of School Trustees of School District No. 6 (Rocky Mountain) v. C.U.P.E. No. 440* (2002), 114 L.A.C. (4th) 298 (Jackson)

⁹ *Board of School Trustees of School District No. 20 (Kootenay-Columbia)*, unreported, March 31st, 2003 (Morley)

Implementing an Impairing Substances Policy

The board of education's right to implement an impairing substances policy must always be exercised fairly and reasonably. To be legally defensible, labour arbitrators have established that the policy must be:¹⁰

- a. consistent with the collective agreement
- b. reasonable
- c. clear and unequivocal
- d. communicated to employees, including that a breach may result in discipline — employees should be provided with a copy of the policy and, ideally, their acknowledgement of the policy should be recorded
- e. consistently enforced — it is essential that the school district train all supervisors and administrators on how to exercise their responsibilities under the policy. Training can be incorporated into existing district training for supervisors on how to support and communicate with employees about health, wellness and workplace performance.

Balancing Employees' Rights

How school districts manage the use of impairing substances by employees must be balanced against employees' rights — not only under the collective agreement but also their human rights and privacy rights.

Human Rights Code

The *Human Rights Code*¹¹ protects employees from discrimination in employment on the basis of mental or physical disability or perceived disability. Addiction to drugs or alcohol is a recognized disability protected by human rights law.¹²

Districts should consider the following questions when seeking to address the conduct of an employee who is impaired at work or otherwise breached a district policy, and that breach may relate to a disability:

1. Is there a disability?

If an employee's breach of policy is not related to a substance use disorder, but rather to recreational or casual use, then human rights considerations do not apply. However, even if an employee has not disclosed a disability, employers may have a duty to inquire into whether an employee has a disability if there is reasonable basis to conclude that an employee's conduct could be the result of an addiction.

¹⁰ *KVP Co. (1965)*, 16 L.A.C. 73 (Robinson)

¹¹ R.S.B.C. 1996, c. 210

¹² *Handfield v. Board of School Trustees, School District No. 26 (North Thompson)*, 1995 CarswellBC 3081

Where an employee does have a substance use disorder, there may remain a question as to whether that substance use disorder caused the misconduct at issue (i.e., the “hybrid analysis”). The mere existence of a disability does not preclude a district from considering discipline. For example, in *Stewart v. Elk Valley Coal Corp.*,¹³ an addicted employee in a safety sensitive position breached a mandatory disclosure policy by failing to proactively disclose his addiction to cocaine. His employment was terminated after he tested positive for cocaine after a workplace accident. The termination was found not to be discriminatory because there was no evidence that the employee’s addiction prevented him from proactively disclosing his disability as required under the employer’s policy.

2. Has the district met its duty to accommodate?

If an employee’s impairment or breach of the policy is caused by his/her disability then the district must demonstrate that its policy is a bona fide occupational requirement (BFOR) and that the district has attempted to accommodate the disability to the point of undue hardship. A BFOR¹⁴ is:

- a. A rule or standard adopted for a purpose rationally connected to the performance of the job
- b. The rule or standard is adopted in an honest and good faith belief that it is necessary to fulfil the work-related purpose
- c. The rule or standard is reasonably necessary to accomplish the work-related purpose and cannot be accommodated without incurring undue hardship.

Undue hardship is a high but imprecise standard, considering financial costs, disruption to the collective agreement, interchangeability and morale of the workforce, and safety risks to employees or others in the workplace.¹⁵ For example, arbitrators have concluded that it can be an undue hardship to accommodate use of an impairing substance like cannabis by an employee in a safety-sensitive position without sufficient evidence that the employee is not impaired in their ability to work safely.¹⁶ In the context of a safety-sensitive position, accommodation typically includes a leave of absence and support to permit the employee to undergo treatment or a rehabilitation program. Additional supports may be available under the collective agreement and other district or union programs.

Districts will necessarily engage their existing disability management, and attendance support and wellness processes, to support employees who may have disabilities in the workplace. The search for an accommodation requires the active cooperation of the employee seeking to be accommodated and, if applicable, their union.¹⁷ The employee and the union, if applicable, will

¹³ 2017 SCC 30

¹⁴ *British Columbia (Public Service Employee Relations Commission)*, [1999] 3 S.C.R. 3 (“Meiorin”)

¹⁵ *Syndicat des Employées de Techniques Professionnelles et de Bureau d’Hydro-Québec, Section Locale 2000 v. Hydro-Québec* (2008), 174 L.A.C. (4th) 1 (S.C.C.)

¹⁶ *French v. Selkin Logging*, 2015 BCHRT 101; *Aitchison v. L&L Painting and Decorating Ltd.*, 2018 HRTO 238; *International Brotherhood of Electrical Workers, Local 1620 v. Lower Churchill Transmission Construction Employers Association Inc.* (2018), 136 C.L.A.S. 26 (Roil)

¹⁷ *Central Okanagan School District No. 23 v. Renaud*, [1992] 2 S.C.R. 970, at para. 43

need to participate in the accommodation process by providing relevant information.¹⁸ The union may also need to agree to modify collective agreement provisions which may otherwise impede an accommodation.

Prescription Treatments

Employees may also legally be prescribed cannabis or other impairing substances as treatments for a disability. A prescribed treatment may or may not cause impairment, depending on the nature of the job and workplace, the type of drug, dosage, amount, and timing of consumption, any other food or substance consumed by the individual and their individual characteristics. In accordance with privacy and arbitral law, school districts should request information necessary to determine if an employee's prescribed use of an impairing substance impairs their ability to work safely and productively. Employees have a positive duty to be fit for work and, in accordance with the template Impairing Substance Policy included in this Toolkit, must inform the district if there is some impairment associated with the use. If there is such impairment, the district will need to consider if it is possible to accommodate the employee, such as through a change in shift hours, position, or duties.

Privacy Rights

School districts will need to consider employees' privacy rights when managing impairment in the workplace, including requesting medical information from employees. School districts are subject to the *Freedom of Information and Protection of Privacy Act (FIPPA)*,¹⁹ which requires a board of education to have a legal authority to collect, use, and disclose personal information. A board of education must only collect information that is *directly related to **and** is necessary* for managing or terminating the employment relationship.²⁰ If an employee's recreational or medical use of an impairing substance impacts their fitness to work, that information may be reasonably required to be disclosed by an employee.

FIPPA also obliges boards of education to collect personal information directly from an individual, with some exceptions for the employment relationship,²¹ use that information only for the purpose for which it was collected or a consistent purpose,²² make every reasonable effort to ensure personal information used to make decisions about individuals is accurate,²³ and protect personal information through reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal.²⁴

¹⁸ *Dennis v. British Columbia (No. 3)*, 2003 BCHRT 168, para. 27

¹⁹ R.S.B.C. 1996, c. 165

²⁰ Section 26, FIPPA

²¹ Section 27, FIPPA

²² Section 30.4, FIPPA

²³ Section 28, FIPPA

²⁴ Section 30, FIPPA

Drug Testing

Drug and alcohol testing by employers is legally permissible in very limited circumstances in Canada. Because of the direct impact of testing on an employee's privacy and human rights, Canadian courts and arbitrators have found drug and alcohol testing is justified only if there is a clear policy communicated to the employee, the employee works in a safety sensitive position, and there is either reasonable cause to suspect impairment, there is a workplace incident of which impairment is a potential cause, or as part of an agreed return to work/rehabilitation plan. If a district wishes to implement a drug and alcohol testing policy, it is strongly advised to consult legal counsel.

Managing Impairment in the Workplace: Checklist

If a school district elects to implement an impairing substance policy, it should ensure that **before implementation**, it has met the key steps below to ensure the policy is legally defensible:

- District has developed a template impairing substance policy consistent with its disability management, attendance support and wellness practices.
- District has reviewed the policy with legal counsel to ensure compliance with collective agreements and other policies.
- District has provided a copy of the policy to all existing employees and included as part of the orientation package with all new employees, and records employee acknowledgement of receiving the policy.
- District has provided training with employees and local union/employee associations about the policy, including its purpose.
- District has communicated to employees about the risks of impairing substance use and abuse, the effects that such use and abuse has on job performance, health and safety, and resources available to support employees (including substance use disorders).
- District has trained supervisors and managers about how to recognize potential signs of impairment, their responsibilities under the policy and human rights (including the need for individualized assessment and accommodation), occupational health and safety, and privacy laws.²⁵ Training may take a variety of forms and may be readily incorporated into existing district training for supervisors on effectively supporting, and communicating with, employees on health and safety, attendance support, wellness, disability management, and/or performance.

²⁵ Optional but recommended training may also include the impact of cannabis on the developing brain, appropriate social media use, and the impact of school personnel as role models for students.

Best Practices: When to Intervene

Supervisors are responsible for identifying and addressing, in consultation with identified school district staff and/or human resources (and/or BCPSEA), any situation where there is a concern about an employee's ability to perform their job safely and productively due to an impairing substance.

Supervisors are not impairment detection experts. Supervisors are managers who know their employees as individuals and can identify behaviours or other physical signs that may be consistent with impairment. The following best practices are offered for districts' consideration and may need to be adapted to fit with districts' existing disability management, and attendance support and wellness programs and practices.

1. When should I intervene?

Every situation must be assessed objectively and the right approach will depend on all the facts. Supervisors should intervene when:

- you hear a report or information that an employee may be impaired or consuming an impairing substance at work
- you observe use or evidence of use of an impairing substance
- you observe an employee with erratic or unusual behaviour or changes in the employee's behaviour or appearance, which may indicate impairment.

2. What are the signs of potential impairment?

You are not required to be an impairment expert or to diagnose an employee. Some of the signs of impairment or substance use that will prompt you to intervene are:

- physical signs: odours, changes in appearance (red or watery eyes, unkempt appearance), paraphernalia in or around the employee or their worksite (e.g., empty bottles, edibles, joints, etc.)
- behavioural changes: slurred speech, unsteadiness, irritability, unexplained lateness or leaving early, yelling or inappropriate emotional responses, erratic or unusual behaviours
- performance changes: difficulty communicating or concentrating, changes in quality of work or inability to complete work, increase in accidents or near-misses
- admission or observation of impairing substance use — including before work or during work hours (e.g., lunch).

3. Example Scenario: An Education Assistant who reports to you has been showing a decline in their attendance and performance over the course of several months and appears to be unusually dishevelled when they reported to work this morning. What should you do?

- Do not ignore the employee's declines in attendance, performance, and/or appearance. Talk to identified district staff/HR to make sure you understand the district's and employee's rights and responsibilities, including under any applicable district policy (e.g., substance use disorder policy).
- Treat the employee fairly and respectfully and respect their right to privacy. Ask the employee to speak with you in a confidential area.
- Share directly and non-judgmentally with the employee what you have observed (or what has been reported) regarding the employee's attendance, performance, and/or appearance, and the impact of that behaviour in the workplace. Ask if there is anything going on for the employee, and if there may be a medical reason for the changes.
- Be open to all relevant information. Signs and symptoms consistent with impairment could also be related to other causes such as fatigue, stress, other medical condition(s), or non-medical personal issue(s).
- If the employee denies a medical problem, consult with identified district staff/HR and set expectations for the employee's attendance, performance, and/or appearance to improve. Remind the employee of all available resources to support them, including the employee and family assistance program (EFAP), which may assist with personal and other non-medical life challenges.
- If the employee acknowledges a medical problem, consider the next steps in consultation with identified district staff/HR such as a leave of absence pending receipt of medical information.
- Advise the employee of confidential assistance available through EFAP and any rights that may assist them in seeking treatment (sick leave benefits, leave of absence). Contact identified district staff/HR to assist the employee in confirming their rights to leave, benefits, and other assistance, inquire about fitness to work, and any other support or accommodation the district may be able to provide. Additional supports may be available under the collective agreement and other district or union programs.

4. Example Scenario: A teacher arrives at school after lunch smelling of cannabis. What do you do?

- Ask the teacher to remain outside the classroom in a confidential area and arrange for an appropriate replacement for the class, as necessary.
- Contact identified district staff/HR immediately for advice and assistance in conducting the investigation. Record your observations and those of other witnesses.

- Comply with any collective agreement obligations requiring notice of investigation and a union representative to attend the meeting with the teacher. Have another person at the meeting to record what is said.
- Advise the teacher they will be sent home pending further investigation. If there is any suspected impairment **do not allow the employee to drive**. Arrange for safe transportation home or to medical assistance.
- Work with identified district staff/HR to determine next steps in your investigation, which may include requiring medical information to determine if there is an addiction and treatment required.
- Work with identified district staff/HR regarding the outcome of the investigation, which may include disciplinary action and/or accommodation in the case of a disability.

5. Example Scenario: A bus driver tells you she received a roadside license suspension on Saturday for cannabis. What do you do?

- The employee must report the suspension to you, their supervisor, on the next working day as it interferes with their ability to do her job.
- Contact identified district staff/HR to inform them about the report of suspension and discuss next steps.
- Let the employee know that you will not be able to permit them to drive pending investigation.
- Comply with any collective agreement obligations requiring notice of investigation and a union representative to attend before asking for more details about the location, time, and other particulars about the suspension.
- Work with identified district staff/HR to determine next steps in your investigation, which may include requiring medical information to determine if there is an addiction and treatment required.
- Work with identified district staff/HR regarding the outcome of the investigation, which may include disciplinary action and/or accommodation in the case of a disability.

6. Example Scenario: What if an employee discloses to me that they are addicted to an impairing substance?

- Once you are aware that an employee may have a substance use disorder or other disability requiring accommodation, contact identified district staff/HR. The district will arrange for the employee to confidentially share the information necessary and determine next steps, which may include a leave of absence pending receipt of medical information and completion of any treatment required.

- The district must keep records of accommodation requests, information provided, solutions considered, and actions taken. These should be kept and stored confidentially by identified district staff/HR.
- Keep all information about an employee's disability strictly confidential and only share information that is needed for other employees to do their jobs.
- Communicate as appropriate (and consistent with district practices) with an employee about their accommodation, including status, planned next steps, and expected check-ins to ensure the accommodation is working/still needed.

7. Example Scenario: What if an employee self-discloses to me that they are using a substance that is impairing, which has been prescribed as treatment?

- Contact identified district staff/HR to determine next steps, including whether the employee should be placed on a leave of absence pending receipt of medical information.
- Advise the employee the district will need information from their physician regarding their limitations in order to assess the impact on the workplace. Contact identified district staff/HR to coordinate the inquiry and potential accommodations if necessary.

Appendix: Template Policy

Policy Creation Date:

Policy Revision Date(s):

<p>Policy Statement</p>	<p>School District <> (the “School District”) is committed to providing a safe, healthy, and productive working and learning environment where students, employees, and other members of the school community are protected from the adverse effects of impairing substances.</p> <p>All employees are expected to perform their work safely, competently, and efficiently, without limitation from the use or after-effects of impairing substances.</p> <p>This policy is designed to prevent and address impairing substance use at work.</p>
<p>Purpose</p>	<p>School district employees are in positions of trust. This policy establishes expectations for behaviour in relation to the use of impairing substances that could impact an employee’s ability to perform their work duties safely, competently, and efficiently, consistent with their position of trust. This includes the school district’s requirements regarding employee:</p> <ul style="list-style-type: none"> ▪ fitness for duty ▪ use of impairing substance(s), and ▪ disclosure of impairing substance(s) use. <p>It is the intent of the policy that the dignity and privacy of individuals are respected. Treatment, accommodation, and the successful recovery of employees who have a substance use disorder are prioritized in the policy.</p>
<p>Scope</p>	<p>This policy applies to all employees. Contractors engaged by the school district are expected to have an equivalent policy in place prior to attending on or in school property.</p> <p>Policies with respect to student use of impairing substances are set out in <POLICY NAME/NUMBER and link>.</p>
<p>Compliance</p>	<p>Non-compliance with this policy may result in appropriate disciplinary measures, up to and including dismissal.</p>

Definitions	
Fit for Duty	An employee’s ability to perform their job duties with efficiency, competency, and in a safe manner as compared to established or generally-accepted performance standards.
Impairing Substance(s)	Any substance that is ingested, consumed, or otherwise taken, that changes or negatively affects the way a person thinks, feels, or acts. Impairing substances may affect an employee’s ability to perform their job safely or productively. The definition of impairing substances includes, but is not limited to alcohol, cannabis, illicit drugs, and medications with impairing effects.
Work	Any task performed for or on behalf of the school district or where the employee is seen as acting as a representative of the school district, including (but not limited to) student field trips or when an employee has contact with students.
Workplace	School property (including within a prescribed distance), any location, vehicle, or equipment owned, leased, licensed, operated, or otherwise controlled by the school district, or any other place at or from which an employee works in the course of their duties (including a personal vehicle). This includes any circumstance where an employee is in the vicinity of students, is responsible for the supervision of students, or could be seen as acting as a representative of the school district, and where an employee telecommutes or works from home.
Application	<ol style="list-style-type: none"> 1. Subject only to an exception required by human rights law, the school district does not permit the use of impairing substances at work or in the workplace. 2. The school district does not permit the possession, use, distribution, or sale of illicit drugs, at work or in the workplace. 3. Anyone who is reasonably suspected of not being fit for duty will be required to leave work and will be provided with safe transportation home or to required medical attention. 4. The school district recognizes employees’ human rights and will support employees who struggle with responsible use of impairing substances, or who have a substance use disorder, by assisting with access as appropriate to programs, services, benefits, or work accommodation as per human rights law. 5. The school district complies with all applicable health and safety, human rights, and privacy legislation. 6. Education on the risks of impairing substance use and abuse and the influence that such use and abuse has on job performance and health and safety will be made available to all employees.

Responsibilities	
Employees	<p>Employees must:</p> <ol style="list-style-type: none"> 1. Be fit for duty at work or in the workplace. 2. Ensure that their ability to perform their job duties is not negatively affected by the use or after-effects of impairing substances. 3. Consult with their physician and/or pharmacist to determine if their use of any impairing substance may affect their fitness for duty or the safety of any person at work or in the workplace. 4. Advise their supervisor or manager if they are taking or have taken an impairing substance that may negatively impact their fitness for duty or the safety of any person at work or in the workplace. 5. Advise their supervisor or manager in a confidential manner if they reasonably believe that another employee is not fit for work. 6. If an employee is working on-call, they must remain fit for duty or decline the call-in for work. <p>Employees who need a valid driver’s license in the performance of their duties must immediately inform their supervisor or manager if their driving privileges are lost, revoked, or suspended due to impaired driving, including but not limited to a charge, suspension, or conviction while on or off duty or in the employee’s personal vehicle.</p>
Supervisors and Managers	<p>Managers and Supervisors will:</p> <ol style="list-style-type: none"> 1. Communicate with employees about the need to maintain a workplace free from impairing substance use, including answering questions about this policy. 2. With the assistance of identified district staff/human resources, proactively identify and manage performance issues related to impairing substance use or substance use disorder. 3. Foster a workplace culture that encourages employees to self-disclose any conditions or concerns, including impairing substance use or substance use disorder that might impair their job performance or compromise workplace health and safety. 4. Record relevant information about any incident of suspected impairment and report it without delay to [district contact]. 5. Address any situation, including prohibiting operation of a motor vehicle, where an employee is reasonably suspected of being not fit for duty.

<p>Additional Resources</p>	<p>Employees and their dependents may seek free and confidential assistance from the Employee and Family Assistance Program (EFAP) available at: [insert]. All voluntary referrals to the EFAP are confidential.</p> <p>Employees are also encouraged to seek assistance from their immediate supervisor, identified district staff/human resources, the BCTF Health and Wellness Program (teachers) or the Joint Early Intervention Services program (support staff).</p>
<p>Related Documents</p>	<ol style="list-style-type: none"> 1. [Policy re student use of impairing substances] 2. [Policy re tobacco and vapour products] 3. [Respectful Workplace/Code of Conduct/Ethics Policy] 4. [Policy or policies re disability management, attendance support and/or wellness] 5. <i>Workers Compensation Act</i>, R.S.B.C. 1996, c. 492, s. 2 6. <i>Controlled Drugs and Substances Act</i>, S.C. 1996, c. 19 7. <i>Cannabis Control and Licensing Act</i>, citation not yet available 8. <i>Cannabis Act</i>, citation not yet available 9. <i>Criminal Code</i>, R.S.C., 1985, c. C-46 10. <i>Tobacco and Vapour Products Control Act</i>, R.S.B.C. 1996, c. 451